Department of Education

Performance Report

Performance Period October 2005-December 2005

Introduction

This section contains information relative to monitoring by the Department of Education of system infrastructure and performance necessary to meet the needs of students requiring educational and mental health supports. The Department continues to improve the sophistication and availability of tools to assist in administrative decision-making that directs the application of resources, fiscal and human, to achieve high levels of student achievement. This process relies on data collected through multiple means to provide current information on system infrastructure and performance.

This report covers the Second Quarter, October 2005 through December 2005, of School Year 2005-2006.

Infrastructure

The Comprehensive Student Support System (CSSS) continues to provide the requisite infrastructure for the provision of programs necessary to provide educational, social, and emotional supports and services to all students, affording them an opportunity to benefit from instructional programs designed to achieve program goals and standards. EDN150 allocations contain those resources (fiscal, human, material, procedural, and technological) important to the provision of appropriate supports and services to students within the Felix Class. The objective of EDN150 programs are to maintain a system of student supports so that any student requiring individualized support, temporary or long term, has timely access to those supports and services requisite to meaningful achievement of academic goals.

The next segments of this section contain elements of the CSSS infrastructure determined to be essential to the functioning of a support system constituting an adequate system of care. During the course of the Felix Consent Decree, the Department routinely provided progress reports addressing the availability of qualified staff, funding, and an information management system (ISPED) as a means to provide information germane to assessing system capacity in providing a comprehensive student support system.

Population Characteristics

There are 23,731 students eligible for educational supports and services under the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973 (Section 504), at 90% and 10%, respectively The number of students receiving educational supports and services within CSSS levels 4 and 5 by the Department of Education is approximately 13% of the overall student enrollment. 12% are eligible for special education and related services under the Individuals with Disabilities Education Act. Nationally, in 2000 (the most recent information available),

approximately 12.5% of the total student enrollment required special education supports and services.

Table 1 depicts the number of students with disabilities and the relative percentage over the past two years for the month of December.

Table 1: Number and Relative Percentage of Students Eligible for Special Education

Disability	12/30/2003		12/30/2004		12/30/2005	
	#	%	#	%	#	%
Mental Retardation	2.009	8.5	1,847	8.0	1,676	7.5
Hearing Impairment	317	1.3	402	1.7	377	1.7
Speech/Language Impairment	1,449	6.1	1,214	5.2	1,084	4.9
Other Health Impairment	2,305	9.8	2,524	10.9	2,591	11.6
Specific Learning Disability	10,252	43.5	9,990	43.1	9,587	43.0
Deaf-Blindness	6	0.02	6	0.00	4	0.01
Multiple Disabilities	389	1.6	419	1.8	427	1.9
Autism	788	3.3	897	3.9	975	4.4
Traumatic Brain Injury	78	0.3	78	0.3	74	0.3
Developmental Delay	2,719	11.5	2,886	12.4	2,935	13.1
Visual Impairment	77	0.3	74	0.3	75	0.3
Emotional Disturbance	2,943	12.5	2,723	11.7	2,371	10.6
Orthopedic Impairment	112	0.5	106	0.5	102	0.5
TOTAL	**23,444**		**23,182**		**22,278**	

While data do not permit a causal relationship to be verified, there has been a simultaneous increase in overall student achievement, particularly at the elementary school level and sustained access to effective instructional supports and services. The increases in the disability category of Autism Spectrum Disorder, offset by the continued decrease in the Mental Retardation disability category, are consistent with national data and reflect improved identification and evaluation methods.

An average of 6058 students per month of all CSSS Levels 4 and 5 students, received School-Based Behavioral Health (SBBH) student supports during this quarter. There was a slight increase in the average number of students in Levels 4 and 5 from last quarter; however when compared with data over the past two years, there continues to be an overall decrease. In contrast, the number of students receiving supports at Levels 1-3 has increased. (Refer to Performance Goal 13 of this section.)
Services provided to Felix class students fall in two broad categories. School Based Behavioral Health (SBBH) Services and services to students with Autism Spectrum Disorder (ASD). While the determination of need for and type of SBBH or ASD service necessary for any individual student to benefit from their educational plan is made by a team during the development of the plan, guidelines regarding the provision of these services are in the joint DOE and DOH Interagency Performance Standards and Practice Guidelines.

Qualified Staff

Qualified staff providing instructional and related services are the lynchpin of appropriate educational and related services for students with disabilities, for they are the ones with expertise and training in curriculum, instruction, and knowledge of the impact of the student's disability on the learning process. These qualified individuals, in conjunction with parents and others, develop and implement appropriate interventions designed to meet the unique needs of students.

The following staffing data provide evidence of the Department's efforts to provide qualified teachers evenly distributed across the state to ensure timely access to specialized instruction for students as well as providing professional support to those providing educational and related services and supports to students with disabilities.

Infrastructure Goal #1: Qualified teachers will fill 90% of the special education teacher positions in classrooms.

The percent of qualified special education teachers provides an important measure of the overall availability of special education instructional knowledge available to support student achievement. At the end of this report period, there were 2092.5 allocated special education positions. Nearly 91% of the positions were filled with qualified special education teachers. The Department met this goal for the quarter.

The Department continues to recruit qualified teachers throughout the year. As part of this effort, it employs 39 teachers through a contract with Columbus which will continue this school year.

Table 2: Number of Allocated and Qualified Special Education Teacher

	Dec-03	Dec-04	Dec-05
Allocated Positions	2,058	2,087	2092.5
Filled Positions	2,017	2,014	2025
Percent Qualified Teachers	90.2	88.6	90.9

Infrastructure Goal #2: 95% of the schools will have 75% or greater qualified teachers in special education classrooms.

This measure provides information regarding the availability of special education knowledge and expertise to assist with day-to-day instructional and program decision making in support of special needs students. A previous benchmark set forth the target of hiring so that there is no school with less than 75% qualified teachers in the classroom. In order to meet this goal, schools requiring less than four (4) special education teacher positions, 19% (48) of the schools would be required to have 100% of their teachers qualified in special education. The Department has determined a practical goal is that 95% of all schools will have 75% or greater qualified special education classroom teachers.

This measure provides information regarding the availability of special education knowledge and expertise to assist with day-to-day instructional and program decision

making in support of special needs students. Meeting this goal is complicated due to the number of schools with less than 4 full-time positions.

For all schools including those schools with less than 4 special education teachers, the Department falls short of its goal at 91%. As noted in the previous section, the Department continues to contract outside resources to recruit and retain special education teachers.

Table 3: Qualified Special Education Staff at Schools

	Dec-03	Dec-04	Dec-05
Number of Schools<75%	15	30	23
Percent of Schools>75%	94.2	88.4	91

Infrastructure Goal #3: 85% of the complexes will have 85% or greater qualified teachers in special education classrooms.

This measure helps illustrate the distribution of special education instructional expertise throughout the state. The prevalence of qualified staff throughout a complex is an indicator of the degree of support available to school staff and the continuity of instructional quality over time for students. For example, the impact of less than 75% qualified staff in a school within a complex with all other schools fully staffed is far less than if all schools in the complex had less than 75% qualified staff. Therefore, the Department has added this measure as an internal infrastructure indicator for monitoring. Although, the Department falls short of meeting this goal this reporting period, the percentage of complexes meeting this infrastructure goal increased when compared to the same period last year and is only one complex short of meeting this goal.

Table 4: Qualified Special Education Teachers in the Complex

	12/03	12/04	12/05
Number of complexes with over 85% qualified special education teachers	36	33	35
Percent of complexes with over 85% qualified special education teachers	88	79	83

Infrastructure Goal #4: 95% of all Educational Assistant positions will be filled.

Educational Assistants (EAs) provide valuable support to special education students and teachers throughout the school day and in all instructional settings. Since SY2001-02, the EA allocation ratio has been 1:1 with the special education teacher allocation.

The Department falls short of meeting this goal at 86%, but it continues to actively recruit and train personnel for educational assistant positions.

EA Positions	12/03	12/04	12/05
Established Positions	2,385	2,570	2,422
Filled Positions	2,005	2,120	2083
Percentage Filled	84	83	86

Infrastructure Goal #5: 75% of the School-Based Behavioral Health professional positions are filled.

Since December 2000, the Department has maintained that the use of an employee-based approach to provide School Based Behavioral Health (SBBH) services provides greater accessibility and responsiveness to emerging student needs. While it is anticipated that some degree of services will always be purchased through contracts due to uniqueness of student need and unanticipated workload increases, day-to-day procedures presume the availability of staff. Early planning anticipated a two to three year phase to reach the point at which employees would do 80% of the SBBH workload. Performance Goal #13 addresses the relative percent of work done by DOE employees and contracted providers for this quarter. For individual and group counseling over 88% of all SBBH work was performed by Department staff.

Table 5: Number of SBBH Specialist Positions

	Dec-03	Dec-04	Dec-05
Number of Positions	294	303	342
Number of Positions Filled	226.5	252	292
Percent of Total Positions	77	83	85

There are now 268 SBBH Specialist positions and 24 clinical psychologist positions filled. The actual number of positions change due to flexibility built into the SBBH funding structure that allows complex decisions regarding staffing. As Table 5 indicates, there has been a steady increase in the available SBBH staff to support students in need of behavioral services over the past two years. This infrastructure goal continues to be met.

Infrastructure Goal #6: 80% of the identified program specialist positions are filled.

This Infrastructure Goal is directly attributable to a previously established Felix Consent Decree benchmark based upon a determination by the Court Monitor that in 2000 the Department did not have sufficient program expertise in several areas. Recruiting and retaining leadership for these key program areas has been an ongoing challenge for the Department. The lack of in state programs providing terminal degrees, coupled with geographic isolation from institutes of higher education and recruitment constraints regarding pay based on experience earned in other systems, has made it very difficult for the Department to hire program specialists.

Increased levels of knowledge and skills possessed by Department staff and contractors has changed the type of expertise necessary to continue to foster system growth and

improved performance. The system now requires experienced administrators, supervisors, and trainers of discrete intervention skills.

At the present time four (4) of the identified program specialists positions continue to be filled with the same program specialist as reported in the last quarter. Although this infrastructure measure is met, the Department continues to recruit a program specialist in the area of Autism Spectrum Disorder with recognizable program and administrative skills necessary to provide clear guidance to school communities and professionals. A series of technical assistance contracts have been and will continue to be in place to assist service providers. As can be seen in the associated Autism Spectrum Disorder Performance Indicator #12, services continue to be available and appropriate for these students.

Integrated Information Management System - ISPED

The need for an information management system to provide relevant data for analysis and decision-making is an important component of the infrastructure necessary to sustain high levels of system performance in the area of supports and services to students in need of such services. This information provides the basis for resource allocation, program evaluation, and system improvement.

Meaningful measurement of ISPED will provide specific information regarding the following: 1) ISPED data accuracy, 2) ISPED role in important management decisions, and 3) ISPED use by DOE administrators, CASs and principals.

Infrastructure Goal #7:

a) 99% of special education and section 504 students are in ISPED,
b) 95% of IEPs are current, and
c) 95% of the IEPs are marked complete.

The utility of ISPED as an information management system lies in the ability to provide a wide variety of users information that improves their productivity. Whether the information is unique student specific information used in program development or aggregate information used for planning purposes, accuracy and completeness is necessary. Achievement and maintenance of the three components embedded in Infrastructure Goal #7, give users confidence that accessed information will assist in good decision-making.

At this time 100% of all students eligible for special education and related services are registered in the ISPED system. Of those, 99% have current IEPs in ISPED and 97% have been marked “complete”. The difference between IEPs in the system and those marked “complete” is mainly attributable to teachers awaiting additional information.
There is consistent widespread use of and reliance on ISPED as the information management system for special education records and decision-making. The use of this system is institutionalized and integral to the ongoing management of special education throughout the Department. This infrastructure goal has been met.

Table 6: Status of IEPs in ISPED

	Dec-03	Dec-04	Dec-05
Percentage of IEPs in ISPED	99	99	100
Percentage of IEPs current	99	99	99
Percentage of IEPs marked complete	94	96	97

Infrastructure Goal #8: ISPED will provide reports to assist in management tasks.

The increased administrative need for timely and accurate information is very evident in the ISPED reports. There are now over 90 different reports available to teachers and administrative staff. During this quarter many reports were reviewed to ensure that school specific information was easily obtained and understood by a wide variety of new users. Report formats have been revised to ease the transfer of information to the Web Site that posts school specific information.

Infrastructure Goal #9: School, district, and state level administrators will use ISPED.

As stated in the section above, ISPED provides DOE administrators over 90 real time reports designed to assist in measuring system performance at the school, complex, and state levels, as well as provide data for resource allocation. The Department began tracking administrator "log-ons" to ISPED as broad indicators of both the utility of the reports as well as administrative behavior regarding the use of data in proactive management.

The Complex Area Superintendent (CAS) usage of ISPED continues to be low, while the use of ISPED by District Education Specialists (DES), Principals, and Vice-Principals continues to increase.

This increase in usage of ISPED suggests that the action plans generated through the Special Education Section designed to improve overall system performance has had an impact on administrative behavior regarding the use of data in decision making and monitoring the impact of system performance activities. CASs report that upon receipt of monthly performance reports from the Special Education Section, a meeting with the appropriate DES is held to determine the appropriate school and system response to improve performance.

Infrastructure Goal #10: The Department will maintain a system of contracts to provide services not provided through employees.

During this report period the DOE has maintained the same 36 contracts with different private agencies to provide SBBH services, including Community-Based Instruction Programs and ASD Programs and Services, on an as needed basis.

There are eight (8) types of contracts covering the following services: assessments, behavioral interventions, intensive services, psychiatric services, four (4) for Intensive Learning Centers, and Special School. Listed below is the number of contracts by type of service.

Table 7: Types and numbers of contracted services

Type of Service	Number of Contracts
Assessment	8
Behavioral Intervention	9
Intensive Services	9
Psychiatric Services	5
ILC (ages 3-9)	1
ILC (ages 10-12)	1
ILC (ages 13-20)	2
Special School	1

The average expenditure per month for contracted services for ASD students during the first two quarters was approximately $2.5M per month. While not all the final Dec. 2005 payments have been made and recorded, the total expenditures for services to ASD students is $15.2M.

Table 8: Number of students with ASD and Average Monthly

	SY '03-'04	SY '04-'05	SY '05-'06
Average Monthly Expenditure	$2.6M	$3.3M	$2.5M
Number of Students with ASD	1,012	1,125	1,167

While total expenditures have not all been invoiced by contractors for the month of December 2005, a total of $1.5M has been expended for SBBH services thus far this school year. The result is an average of $262,473 per month. The SBBH expenditures discussed in the previous paragraph do not include expenditures for off campus SBBH programs. Off campus programs, "Community-Based Programs", continue to cost approximately per month.

Infrastructure Goal #11: Administrative measures will be implemented when expenditures exceed the anticipated quarterly expenditure by 10%.

The broad programmatic categories within EDN150 are Special Education Services, Student Support Services, Educational Assessment and Prescriptive Services, Staff Development, Administrative Services, and Felix Response Plan. EDN150 allocations for all of these groups total slightly more than $306M for SY 05-06. This represents an increase in the amount of funding allocated in SY04-05. At of the end of November 2005, $119.6M was expended.

Key Performance Indicators

The existence of an adequate infrastructure is not an end in and of itself. The true measure of the attainment of EDN150 program goals and objectives are in the timely and effective delivery of services and supports necessary to improve student achievement. While the measurement of student achievement lies within the purview of classroom instruction, key system performance indicators exist that provide clear evidence of the timeliness, accessibility, and appropriateness of supports and services provided through EDN150 and the responsiveness of CSSS to challenges threatening system performance.

Performance Goal #1: 90% of all eligibility evaluations will be completed within 60 days.

This performance goal was met for the three months of the 2nd quarter. Good practice and regulation expect timely evaluations to provide the foundation for an effective individualized education or modification program that will assist students achieve content and performance standards. This measure identifies the timeliness with which the system provides this information to program planners. As can be seen in the table, the Department has continued to meet this performance goal for the last two year. During this quarter, 3,230 evaluations were conducted.

Table 9: Percentage of Evaluation completed within 60 Days

School Year	October	November	December
2003-04	94	94	97
2004-05	93	94	94
2005-06	97	97	96

State, complex, and school action plans are in place to maintain continued performance improvement in this area. Regular Superintendent and Complex Area Superintendent meetings focused on performance monitoring will continue to keep this a priority in school and complex operations.

Performance Goal #2: There will be no disruption exceeding 30 days in the delivery of educational and mental health services to students requiring such services.

A service delivery gap is a disruption in excess of 30 days of an SBBH or ASD related service identified in an IEP or MP. A "mismatch" in service delivery (i.e., counseling services expected to be provided by an SBBH Specialist actually delivered by a school counselor) is included in this category as a service delivery gap.

Table 10: Gaps in Service

	Oct-05	Nov-05	Dec--05
Number of Service Gaps	15	15	4

As can be seen in Table 10 above, there continues to be only a few students for whom a program was not immediately available. There are in excess of 8,000 students per month receiving well over 22,000 identifiable "services" per month. Service delivery gaps occur for a variety of reasons but occur primarily because an individual related service provider (i.e., SBBH contractor) is temporarily unavailable to provide the requisite service as opposed to "wait lists" which are due to the unavailability of a program of educational services.

While this goal has not yet been met, there is strong evidence of substantial achievement in this area. Gaps this quarter were primarily due to the difficulty in contracting counseling services for students.

Performance Goal #3: The suspension rate for students with disabilities will be less than 3.3 of the suspension rate for regular education students.

Concern regarding the possibility of disproportionate suspension rates for students with disabilities has existed since at least the 1994 Office of Civil Rights, *Elementary and Secondary Compliance* Reports. Beginning in 2000, the Felix Consent Decree Court Monitor and Plaintiffs' Attorneys expressed concerns relative to the suspension of students with disabilities. The Felix Monitoring Office, *Suspension Study*, prepared under the direction of the Court Monitor reported findings of an in-depth study of the relative suspension rates of regular and special education students. Those findings over a four-year period illustrated a wide range of suspension rates over geographic and school specific characteristics. General trends indicated that the overall suspension of students was decreasing but students with disabilities were more likely to be suspended.

Between 2001 and July 2003, the Department reported to the Court Monitor, Plaintiffs' Attorneys, and the Court the relative increase risk rate for suspension of special education students. However, the Court Monitor questioned the applicability of using as a target the 3.3 rate reported in the Government Accounting Office (GAO) report of 2001 based on serious misconduct and a special study was conducted. Those findings are reported in the July 2003-September 2003 Quarterly Performance Report. The findings indicated that most schools, especially elementary schools do not suspend any, or very few, students with disabilities but that wide variation continued to exist across geography and even within schools with similar characteristics among secondary schools. Subsequently, Department efforts increasingly utilize school specific action plans to address the use of suspension as a response to student misconduct.

Table 11: Suspension Rate

Cumulative Suspension Rates	SY 2002-2003	SY 2003-2004	SY 2004-2005	SY 2005-2006
Regular Education				
Enrollment	163,309	170,283	177,366	161,691
Suspensions	10,106	9,338	9,787	4038
Percent per 100	6.19	5.48	5.5	2.5
Special Education				
Enrollment	24,050	23,480	22,384	19,638
Suspensions	4,376	4,241	4,312	1769
Percent per 100	18.2	17.8	19.2	9.0

School specific interventions continue to be implemented in the schools to lower the rate of suspensions for all students although special education suspensions continue to be more frequent. The above reflects the aggregate cumulative suspension for all schools for the last three years and the first two quarters for SY2005-06.

The school specific suspension data is set forth in the *Stipulation for Step-Down Plan and Termination of the Revised Consent Decree* dated April 15, 2004. This report format calls for school-by-school reporting of the "percentage of suspensions of regular education and special education students per hundred, …" (page 9). The information is available through the DOE website under Reports, Felix (http://165.248.6.166/data/felix/index.htm).

Performance Goal #4: 99.9% of students eligible for services through special education or Section 504 will have no documented disagreement regarding the appropriateness of their educational program or placement.

There are three sources of documented disagreements. 1) Telephone complaint; 2) formal written complaint which by regulation, must be addressed within 60 days; and 3) the Request for an Impartial Hearing in which the decision by an Administrative Hearings Officer is to be issued within 45 days of the filing of a request.

2nd Quarter Results

State totals for the 2nd quarter indicate there was approximately one written complaint for every 9 telephone complaint received. Table 12 indicates the number of telephone and written complaints, and Due Process Hearings for the 2nd quarter. The Department continues to meet this goal of 99.9% of the students receiving services during this quarter with no documented disagreements.

Table 12: Telephone and Written Complaints and Due Process Hearing

	Dec-03	Dec-04	Dec-05
Telephone	15	11	19
Written	5	3	2
Due Process Hearings	28	57	57

Requests for Impartial Hearings

Of the 57 due process hearing request received during the first two quarters, 3 were withdrawn and dismissed, due to early resolutions.

The number of students filing due process hearing requests in the last three years remains below one percent of the total SPED population. The data shows that an overwhelming majority of students do not file complaints or hearing requests.

The Special Education Section (SES) compiled a "Due Process/Complaints" report for every school (including charter schools) in the department for SY2004-05. The school reports were aggregated into a complex report, district report and statewide report. Beginning with this quarter, this report will be prepared for schools on a quarterly basis. The superintendent will distribute the applicable school reports to the complex area superintendents for review and appropriate action with the understanding that the SES will follow up to assess impact on the school performance.

Reducing the number of requests for due process hearings has proven problematic for the Department. While the request for an impartial hearing is a legitimate option for parents in determining the appropriate educational and related service, it is difficult to determine what, if any, school specific actions may have adequately addressed the issue prior to the request. Most requests are for placement at a non-DOE site and involve students and their families familiar with the impartial hearing process. Thus, whether the request is the result of poor communication regarding the school's offer of a free and appropriate public education, inadequate programs and services, or a parental default strategy to gain an *a priori* determined preferred educational placement is difficult to determine. The Department is determined to reduce the number of requests as requests for impartial hearings are a drain on resources and make future program development between parents and school staff even more difficult.

Performance Goal #5: The rate of students requiring SBBH, ASD, and/or Mental Health Services while on Home/Hospital Instruction will not exceed the rate of students eligible for special education and Section 504 services requiring such services.

Table 13 shows the number of students on Home/Hospital Instruction (H/HI) and the number of students with disabilities on H/HI during the 2nd quarter of the last two (2) school years compared to this quarter. Of the 33 students with disabilities on H/HI, 7 required SBBH services. The percentage of students with disabilities in other educational arrangements with either SBBH or Mental Health in their educational plans

is 21% statewide as compared to the 31% of regular education students requiring H/HI. This goal is met.

Table 13: Number and Percentage of Students with Disabilities on H/HI

Quarter	2nd Qtr SY 03-04	2nd Qtr SY 04-05	2nd Qtr SY 05-06
Total # students on H/HI	176	211	174
# Students with disabilities on H/HI	75	75	33
% Of students with disability on H/HI requiring SBBH or Mental Health	13.5%	13%	21%
State % of students with disabilities receiving SBBH or Mental Health	32.5%	27.6%	31%

Performance Goal #6: 100% of complexes will maintain acceptable scoring on internal monitoring reviews.

Twenty-two internal monitoring reviews were conducted this quarter. Please refer to Section II, Internal Monitoring for detailed information regarding the scores for complexes monitored during the 2nd quarter. Of the 22 complexes reviewed, 21 (95%) scored 85 or better on the System Review. On the Child Status, all 22 complexes (100%) scored over 85.

Performance Goal #7: 100% of the complexes will submit internal monitoring review reports in a timely manner.

As of this reporting period, all internal monitoring review reports have been received in a timely manner.

Performance Goal #8: State Level feedback will be submitted to complexes following the submittal of internal monitoring review reports in a timely manner

There were no State Level Feedback reports required this reporting period.

Performance Goal # 9: "95% of all special education students will have a reading assessment prior to the revision of their IEP."

The Stanford Diagnostic Reading Test (SDRT) is the reading assessment used prior to the annual revision of the IEP. The assessment is administered within 90 days of the IEP. The SDRT is a group-administered, norm-referenced multiple-choice test that assesses vocabulary, comprehension, and scanning skills. The SDRT is not, nor is it intended to be an adequate measure for a complete understanding of the student's PLEP. This is

because, although diagnostic, the SDRT also falls into the category of summative assessments. A summative assessment is generally a measure of achievement relative to a program or grade level of study.

Students may take an 'other' assessment if they cannot navigate the SDRT even one color lower than the color level that they should take at their grade level. However, the 'other' assessment must yield a grade level.

In the present quarter, although the State still does not meet the 95% benchmark, the mark is closer to the benchmark. In addition, there is an upward trend.

Table 14: Percentage of Students with Reading Assessment

	Oct-05	Nov-05	Dec-05
State Totals	91	93	93

Schools and complexes which continue to fall below the state totals are identified, and the literacy resource teachers work with these identified schools to pinpoint possible solutions.

Performance Goal# 10: 95% of all special education teachers will be trained in specific reading strategies.

Ninety-nine percent of the 2005-06 newly hired special education teachers have been in-serviced in reading strategies. This is an ongoing process, as some teachers who were hired at the beginning of the school year have already left the system and new teachers who are replacing them have to be in-serviced. New teachers who were hired to address enrollment increases must also be trained. On the September 2005 report, 114 new teachers were hired, and 102 had been trained. As of December 2005, 372 teachers were hired, and 369 or 99% have been trained. The state continues to meet this benchmark.

Felix Benchmark: New Special Education Teachers Trained

District	# New Teachers	# New Teachers Trained	% Trained
West Hawaii	20	20	100%
East Hawaii	51	51	100%
Kauai	17	17	100%
Maui	44	44	100%
Central	62	60	97%
Honolulu	45	45	100%
Leeward	88	87	99%
Windward	45	45	100%
Total %	372	369	99%

Performance Goal #11: 90% of all individualized programs for special education students will contain specific reading strategies.

To determine the degree of compliance with this expectation, Reading Resource Teachers in the Special Education Section randomly select 10 IEPs per complex written during the month. The selected IEPs are reviewed for the inclusion of reading strategies for all students reading below grade level. In September 2005, there were 323 IEPs, and 97% of those IEPs contained reading strategies. In December 2005, there were 383 IEPs, and 95% of those IEPs contained reading strategies. The state continues to meet this benchmark.

Table 15: Percentage of Reading Strategies in IEPs

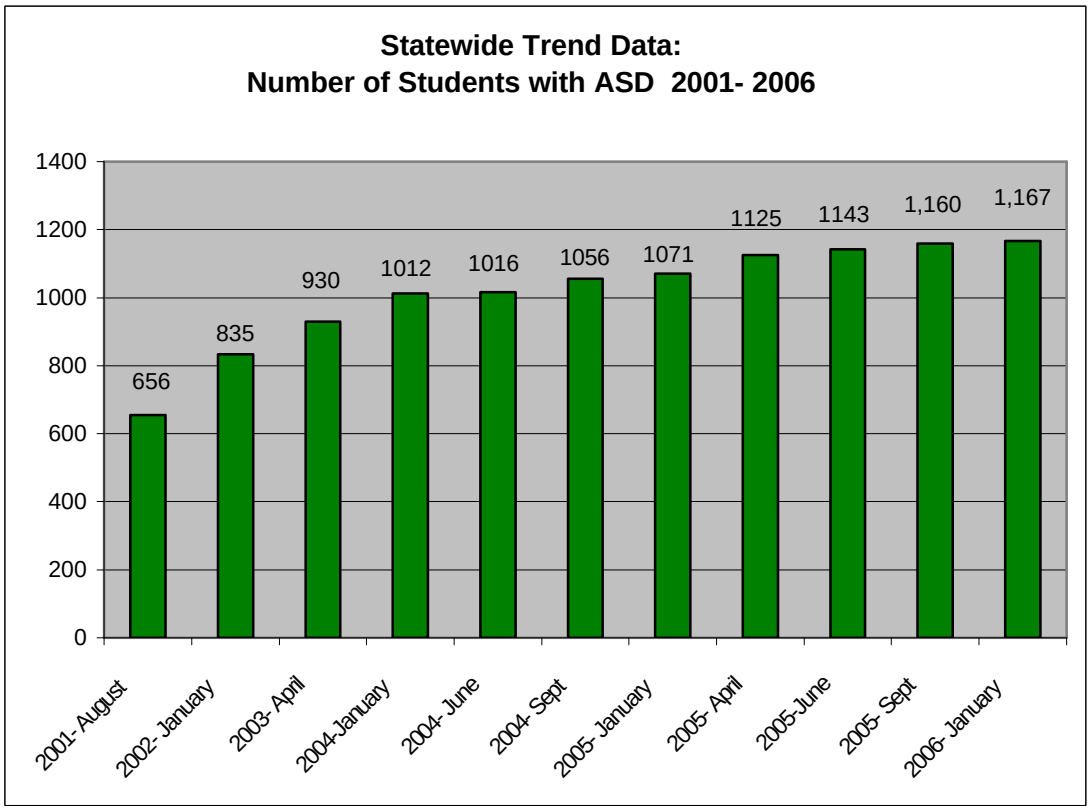
	Oct-05	Nov-05	Dec-05
IEPs with Reading Strategies	380	386	382
Percentage with Reading Strategies	96	96	95

Performance Goal #12: System performance for students with Autism Spectrum Disorder will not decrease.

The Department uses the Internal Review process as an indicator of system performance related to students with ASD. The Department reviewed twenty-one students with an eligibility of autism this quarter. Of the students reviewed 67% were elementary students, 23% were middle school students and 10% were high school students. All indicators had acceptable findings under Child status and System Performance. The percent of students with acceptable findings in Overall

Child Status was at 100%. The percent of students with acceptable findings in Overall System Performance was 100%

Currently there are 1,167 identified students with autism in the Department. This is a 9% increase in the number of identified students over this time last year.



The following agencies were awarded contracts to provide intensive services, which began on October 1, 2005:

- Behavioral Counseling and research Center (BCRC)-all districts
- CARE Hawaii, Inc.-Honolulu, Central, Leeward, and Windward Districts
- Child and Family Service (CFS)-all districts
- Hawaii Behavioral Health-all districts
- Maui Youth and Family-Maui District
- Nursefinders of Hawaii-all districts
- PACT-Honolulu, Central, Leeward, and Windward Districts
- Quality Behavioral Outcomes (QBO) Windward, Hawaii, and Maui Districts
- The Institute for Family Enrichment (TIFFE)-Honolulu, Central, Leeward, Windward, and Hawaii Districts
- The contract for the Special School was awarded to Child and Family Service; it began on July 1, 2005.

The pilot project in Central District Autism Pilot Program (CAPP) includes two training sites, five ESY/afterschool programs and five "development classes" to serve students

with Autism Spectrum Disorder (ASD). In the last quarter, four of the five Extended School Year (ESY)/afterschool programs initiated their programs to meet the needs of the ASD students in their complexes. The fifth site is scheduled to start next quarter. Each ESY/afterschool program held an open house to welcome the parents and to present its academic, social and behavioral program to parents and school staff. Attendance by parents at the open houses was almost 100% and subsequent feedback from these parents has been very positive and complimentary of the program. Each elementary school program also includes an inclusion partnership with the A+ program in the associated school. Sites for the ESY/afterschool programs were selected according to frequency/intensity of the ASD cases in the area, service needs according to grade level, and the collaborative relationships with the schools. Five of the schools include "development classes", which provide additional District support and training to school personnel; in most cases, educational aides (EAs) who have been specifically trained in ASD services are assigned to these classrooms. The EAs assist teachers during the day and with transitioning the ASD students to the ESY/afterschool program. CAPP personnel are also assigned to schools to consult on difficult ASD cases, and to assist the school in developing program capacity to meet the needs of their ASD students. Currently 4 of the 7 Behavior Specialist IV positions with ASD certification and 10 of the 17 EA positions have been filled.

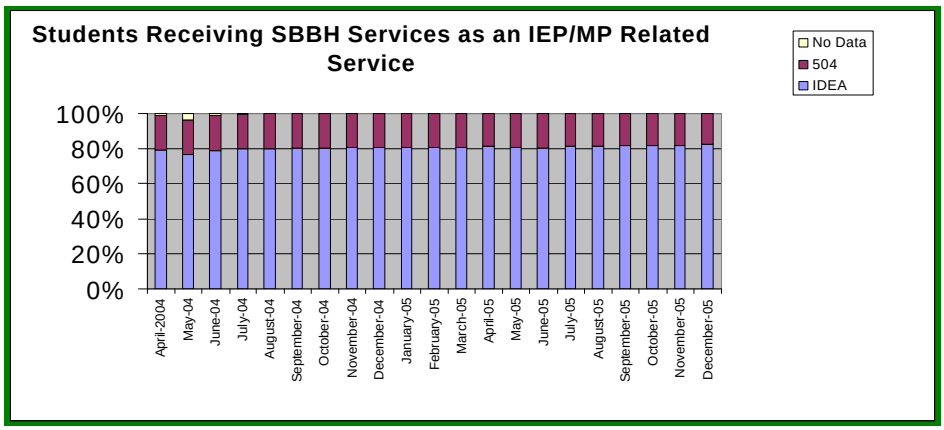
Performance Goal #13: The SBBH Program performance measures regarding service utilization will be met.

IDEA/504 Students Receiving SBBH Services

Table 1

Students Receiving SBBH				
MONTH	IDEA	504	ND	Total
April-2004	6,199	1,564	62	7,825
May-04	5,928	1,497	280	7,705
June-04	5,816	1,499	58	7,373
July-04	5,140	1,278	23	6,441
August-04	5,391	1,345	0	6,736
September-04	5,736	1,412	0	7,148
October-04	5,681	1,384	5	7,070
November-04	5,859	1,391	0	7,250
December-04	5,758	1,369	7	7,134
January-05	5,878	1,412	0	7,290
February-05	5,792	1,391	0	7,183
March-05	5,801	1,372	0	7,173
April-05	6,115	1,409	0	7,524
May-05	5,581	1,331	0	6,912
June-05	5,013	1,227	5	6,245
July-05	4,844	1,109	0	5,953
August-05	4,927	1,121	0	6,048
September-05	4,873	1,086	0	5,959
October-05	4,941	1,079	3	6,023
November-05	5,013	1,096	1	6,110
December-05	4,965	1,077	0	6,042

Table 2



As seen in Tables 1 and 2, the average of 82 percent of the total number of Felix-Class students identified as IDEA and the average of 18 percent identified as 504 eligible students receiving SBBH services have remained constant for a year and a half. The ratio of IDEA and 504 students served has been stable throughout and the total number of students served each month has been relatively stable since June. The average number of students who received these services per month does not equal the total number of students served in a year. Because of student turnover, services were provided to a significantly greater total number of students than the average indicates. Month by month inspection shows a steady influx of new students receiving IEP/MP related SBBH services, as well as, students who exited when they attained success in meeting behavioral and educational goals. (Refer to Table 9, Students Receiving SBBH as IEP/MP Related Service: Entrance and Exit)

As anticipated with the provision of early intervention services, the average number of students requiring (CSSS levels 4 and 5) SBBH services has decreased when compared with data over the past year and a half. The trend correlates with the increasing Comprehensive Student Support System supports at levels one to three provided by SBBH staff since January 2004. (Refer to Early Intervention Services and Tables 10-12 in this report.) Additionally, Family Guidance Center staff, District personnel, and Internal Reviewers have noted that students receiving intensive services present problems with significant complexity and severity.

Types of Services

Table 3

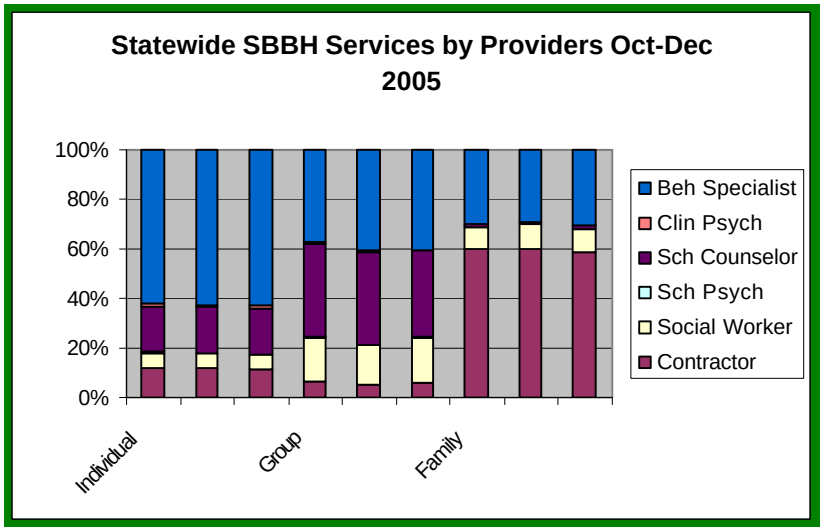
SBBH Students/Services July 2004 - December 2005						
MONTH	Total # of SBBH Students	Individual Counseling	Group Counseling	Parent Counseling	Med. Management	CBI/TC/ ELC
July 2004	6,441	5,358	755	901	944	249
August 2004	6,736	5,676	696	768	903	204
September 2004	7,148	6,232	800	868	1,000	236
Average	**6,775**	**5,755**	**750**	**846**	**949**	**230**
October 2004	7,070	6,231	827	824	1,050	230
November 2004	7,250	6,364	836	826	1,051	230
December 2004	7,134	6,363	872	823	1,025	226
Average	**7,151**	**6,319**	**845**	**824**	**1,042**	**229**
January 2005	7,290	6,342	857	826	860	215
February 2005	7,183	6,261	839	800	1,075	216
March 2005	7,173	6,278	827	776	1,107	204
Average	**7,215**	**6,294**	**841**	**801**	**1,014**	**212**
April 2005	7,524	6,362	822	789	1,122	218
May 2005	6,912	5,875	736	743	1,026	187
June 2005	**6,245**	**5,367**	**609**	**682**	**894**	**174**
Average	**6,894**	**5,868**	**722**	**738**	**1,014**	**193**
July 2005	5,953	4,779	462	638	825	170
August 2005	6,048	5,331	481	565	803	150
September 2005	5,959	5,360	550	504	728	130
Average	**5,987**	**5,157**	**498**	**569**	**785**	**150**
October 2005	6,023	5,510	585	524	720	132
November 2005	6,110	5,518	612	499	711	129
December 2005	6,042	5,570	569	476	711	133
Average	**6,058**	**5,533**	**589**	**500**	**714**	**131**

Per Table 3, individual counseling continued to be the most frequently used, on-going intervention for an average of 5533 students or 91 percent of students in this target population. This is a notable increase when compared to 86 percent last quarter and the 85-88% average for the past year. Group counseling as a method of intervention increased to nearly 10 percent (589 students) from 8 percent last quarter, which is attributable to the start up time needed to form groups at the beginning of the year. This quarter's 10 percent of students receiving group services is consistent with the ratio of students who received group counseling at the end of the school year and 11 percent a year ago. Medication management services were provided to 714 or 12 percent of students who received CSSS levels 4 and 5 SBBH services, a one percent decline from last quarter and a three percent decline over the past year. Parent counseling was an adjunct to individual counseling for 8 percent or an average of 500 students, a slight decrease when compared to 9.5 and almost 11 percent of the students who received IDEA/504 related SBBH services in the two preceding quarters. An average of 131 students (or 2 percent of reported students) per month were provided services through intensive DOE programs (Community Based Instruction/Intensive Learning Centers,

Therapeutic Classrooms, and Enhanced Learning Classrooms) this quarter. This is a slight decrease when compared with the year's average of three percent of the population of students with IEP/MP related SBBH services who were served in these intensive programs. Overall, ratios for types of services provided were similar for the past year, with decline noticed in all but individual counseling.

Comparison of SBBH Providers

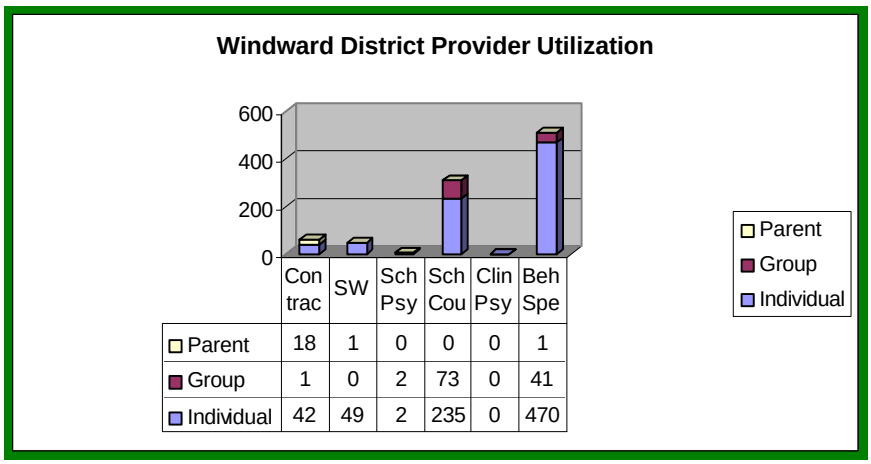
Table 4



Statewide, the Department of Education staff continued to provide most interventions. In general, a higher percentage of IEP/MP related parent/family services have been provided by contract providers. (Refer to Table 4)

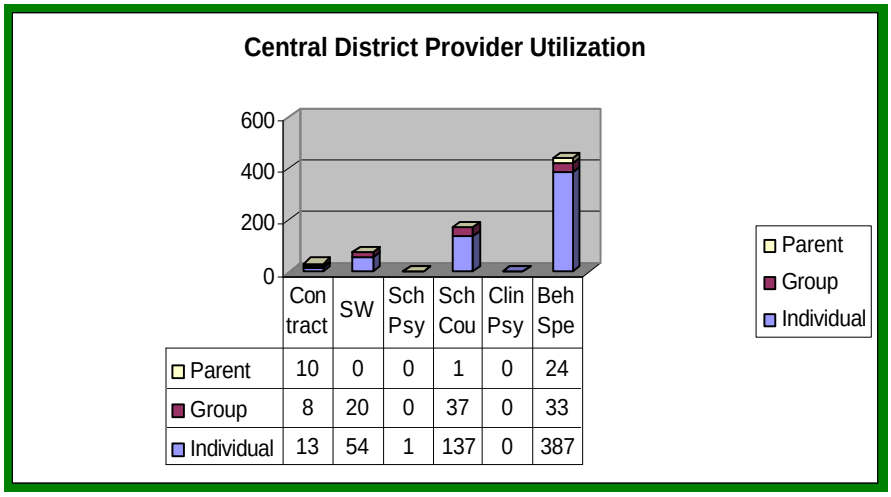
As seen in Tables 5a through 5h, analyses by districts reflect the utilization of resources and variability among the DOE providers of services. Windward District contracts most of their family services (90%), while Honolulu District contracts 68 percent of family services, Leeward 58 percent, East Hawaii 54 percent, Kauai 42 percent, Maui 36 percent, West Hawaii 30 percent, and Central 29% of family services. Honolulu District provided the greatest number of family services (an average of 286 per month), followed by Kauai District (average of 78), East Hawaii (36), Central (35), Windward (20), Leeward (17), Maui (16), and West Hawaii (4). Across districts, Behavioral Specialists were the primary DOE provider of family services. The Kauai SBBH program is staffed by Social Workers instead of Behavioral Specialists; there, Social Workers were the sole DOE providers of the IEP/MP related family services (57 percent of total). In three districts there were indications of slight counselor involvement. Due to the overall low incidence of family services according to the data in Tables 5a-5h, further exploration and review are warranted.

Table 5a



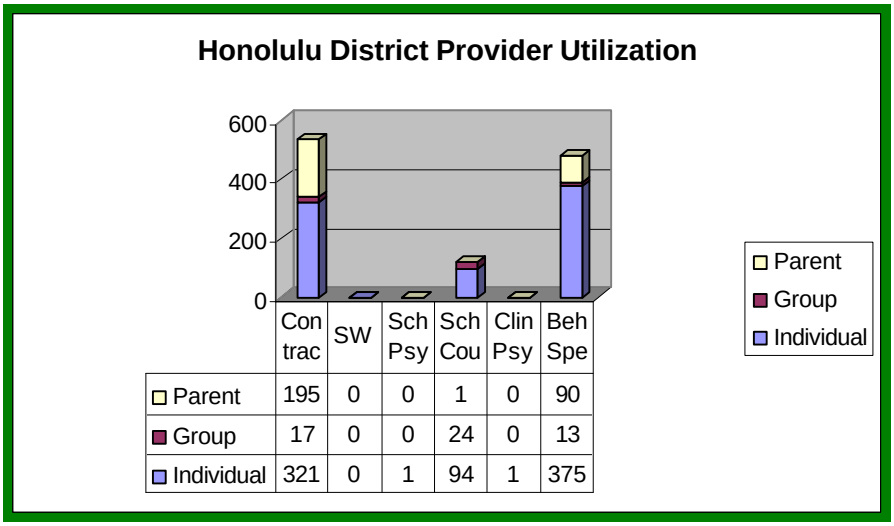
	Con trac	SW	Sch Psy	Sch Cou	Clin Psy	Beh Spe
Parent	18	1	0	0	0	1
Group	1	0	2	73	0	41
Individual	42	49	2	235	0	470

Table 5b



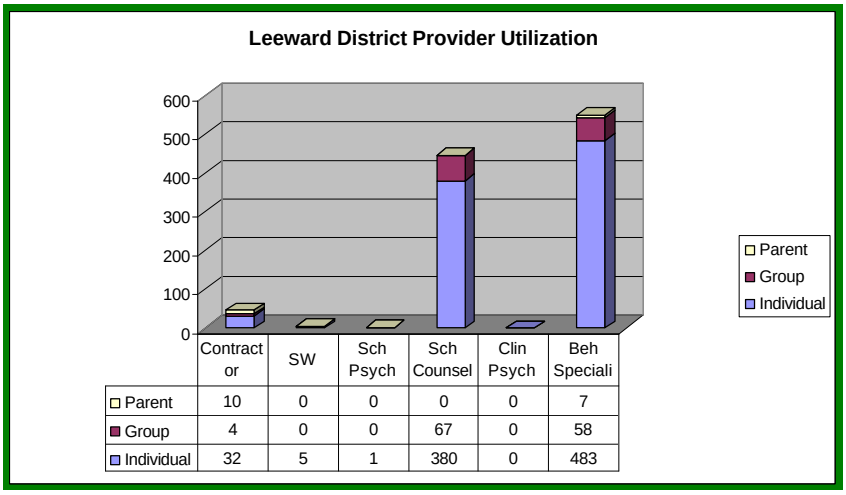
	Con tract	SW	Sch Psy	Sch Cou	Clin Psy	Beh Spe
Parent	10	0	0	1	0	24
Group	8	20	0	37	0	33
Individual	13	54	1	137	0	387

Table 5c



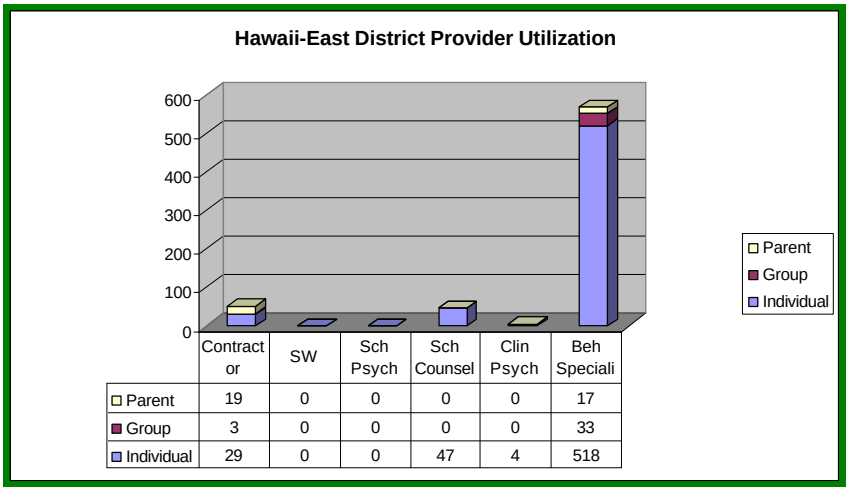
	Con trac	SW	Sch Psy	Sch Cou	Clin Psy	Beh Spe
Parent	195	0	0	1	0	90
Group	17	0	0	24	0	13
Individual	321	0	1	94	1	375

Table 5d



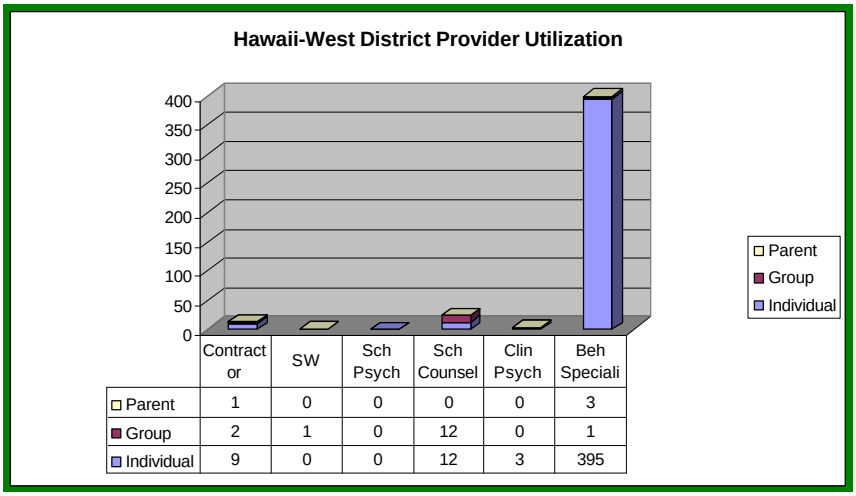
	Contractor	SW	Sch Psych	Sch Counsel	Clin Psych	Beh Speciali
Parent	10	0	0	0	0	7
Group	4	0	0	67	0	58
Individual	32	5	1	380	0	483

Table 5e



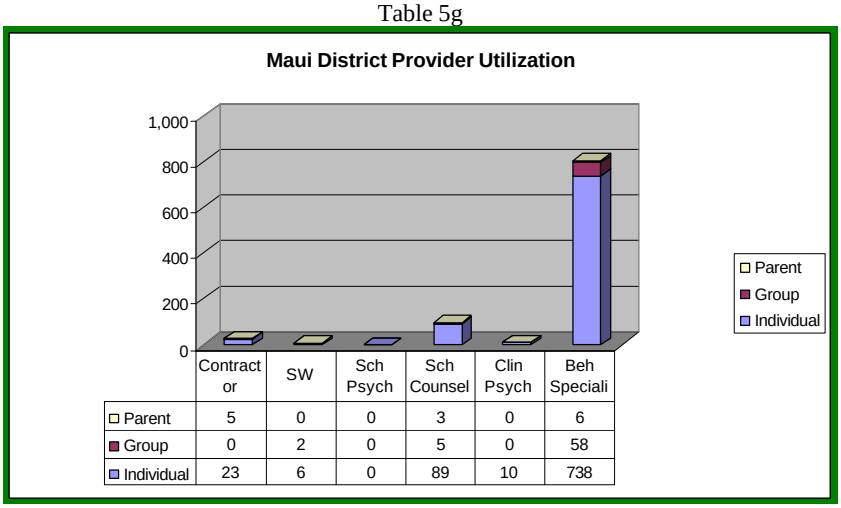
	Contractor	SW	Sch Psych	Sch Counsel	Clin Psych	Beh Speciali
Parent	19	0	0	0	0	17
Group	3	0	0	0	0	33
Individual	29	0	0	47	4	518

Table 5f



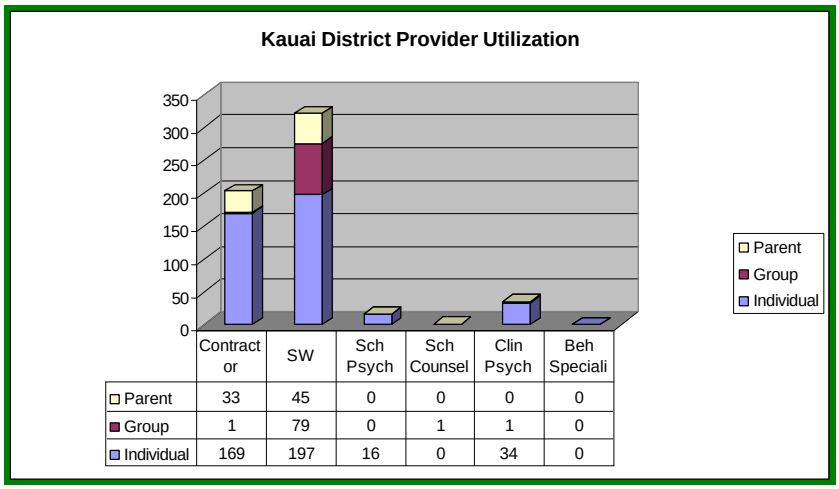
	Contractor	SW	Sch Psych	Sch Counsel	Clin Psych	Beh Speciali
Parent	1	0	0	0	0	3
Group	2	1	0	12	0	1
Individual	9	0	0	12	3	395

Table 5g



	Contractor	SW	Sch Psych	Sch Counsel	Clin Psych	Beh Speciali
Parent	5	0	0	3	0	6
Group	0	2	0	5	0	58
Individual	23	6	0	89	10	738

Table 5h

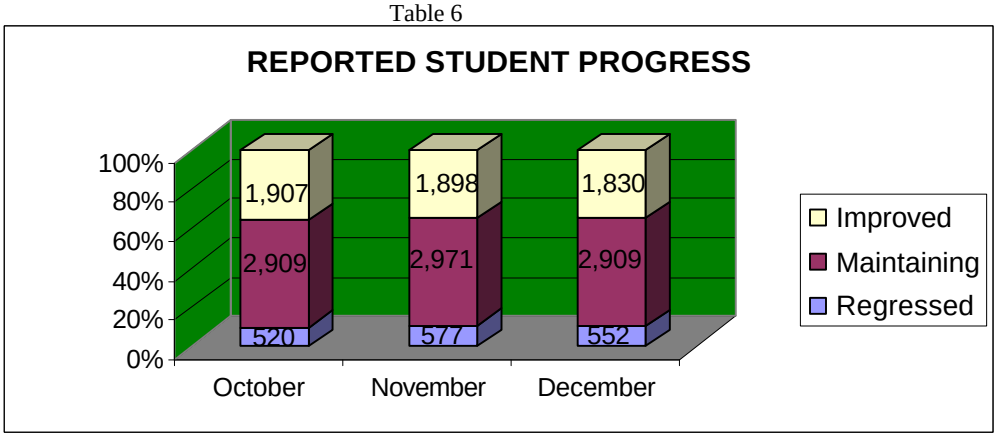


	Contractor	SW	Sch Psych	Sch Counsel	Clin Psych	Beh Speciali
Parent	33	45	0	0	0	0
Group	1	79	0	1	1	0
Individual	169	197	16	0	34	0

DOE staff provided an average of 88 percent of the individual counseling, statewide, representing a two percent increase from last quarter. The trend continues for Behavioral Specialists delivering the bulk of services, as they represent 71 percent of DOE providers of individual counseling compared to 58 percent last quarter. This quarter's numbers reflected a significant increase. As noted in the previous quarterly report, the provision of services by School Counselors has been decreasing over time. They previously provided 18 percent of the individual counseling provided by DOE as compared to 19 and 20 percent in the preceding quarters. School counselors have also provided 37 percent of group counseling in August and September 2005 in contrast to a year ago when they provided 44 percent of group services. Although this represents only a one percent decline each quarter, there is marked concern regarding the impact of the Weighted Student Formula as it relates to counselor functions and non-counseling duties. School Counselors provided the bulk of group services in Windward, Leeward, West Hawaii, and Honolulu Districts.

Reported Student Progress

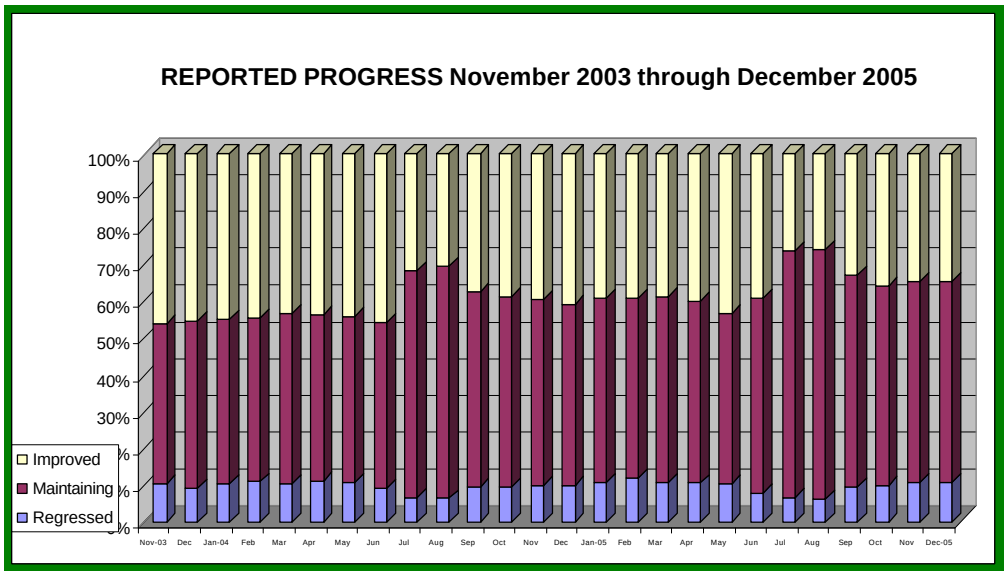
Table 6



Staff also reported student progress (Table 6) for a total of 5336 students in October, 5446 students in November, and 5291 students in December which was a notable increase from 3305 students in July, 4673 in August, and 5139 students in September. The percentages of students with progress levels reported increased from 43 percent in July 2004 to 67 and 74 percent in the following months of August and September, respectively, to 75, 81, and 82 percent the next three quarters respectively and 86 percent last quarter. This quarter, staff reported progress levels for 88 percent of the students noted on Table 1.

Of those reported, 36 percent, 35 percent, and 35 percent improved in October, November and December, respectively, as compared with the 26 percent who were reported to have improved in July and August and 33 percent in September. 48, 55, and 48 percent were reported as maintaining during October, November, and December; respectively. In contrast, 58 percent were previously reported in September as maintaining functioning. Notable, too, was that 10 percent of students reported to have regressed during this quarter as compared to 6 percent during July and August and 9 percent during September. Data corresponds with increased number of students being provided early lesser intensive services while students receiving CSSS level 4 and 5 services now have increasingly significant and complex needs.

Table7



Trend over 26 months indicates similar pattern during the months of July, August, and September. (Table 7) However, trend over time also indicates that a smaller percentage of students are reported as improving. Although reported student progress is a subjective measure, the data indicates that continued monitoring is warranted. With the implementation of the BASC-2 last Spring, along with focused trainings, the collected data can and will be utilized by SBBH staff to focus on student needs, writing measurable goals and monitoring student progress toward reaching those goals, based on data. Statewide training, district by district, has focused on the development of measurable goals and objectives, as well as, strategies for achievement of the necessary skills and monitoring of progress to include quantifiable data collection for each student. Please refer to the report under Performance Goal 15.

The data in Table 7 above is deemed to be a conservative report as the numbers are reflective of the students served during a specific month. Students who have made progress and who no longer need the services are not reflected in the following month's data. Students continuing to receive services from year to year may require long-term support. Consequently, the above information should be considered along with data on the number of students who are new or exiting from SBBH as a related service.

Focus of Services

Table 8 **Focus of Services**

MONTH	Attention		Emotional		Cooperation		Social Skills	
Apr-04	907	18%	2,009	39%	1,174	23%	1,030	20%
May-04	882	17%	2,079	40%	1,209	23%	1,081	21%
Jun-04	778	17%	1,828	39%	1,088	23%	956	21%
Jul-04	742	18%	1,606	39%	931	23%	797	20%
Aug-04	914	19%	1,724	37%	1,058	22%	1,026	22%
Sep-04	1,041	20%	1,978	37%	1,160	22%	1,121	21%
Oct-04	1,015	20%	1,881	37%	1,160	23%	1,030	20%
Nov-04	1,060	20%	2,068	38%	1,185	22%	1,092	20%
Dec-04	1,079	19%	2,146	38%	1,247	22%	1,109	20%
Jan-05	1,022	18%	2,140	39%	1,218	22%	1,151	21%
Feb-05	1,067	19%	2,156	38%	1,272	23%	1,135	20%
Mar-05	1,041	18%	2,130	38%	1,328	23%	1,155	20%
Apr-05	993	18%	2,146	38%	1,325	24%	1,126	20%
May-05	999	19%	2,066	38%	1,228	23%	1,082	20%
Jun-05	787	18%	1,727	39%	1,021	23%	838	19%
Jul-05	548	16%	1,348	41%	795	24%	634	19%
Aug-05	794	18%	1,707	38%	1,077	24%	866	19%
Sep-05	411	18%	866	37%	519	22%	534	23%
Oct-05	932	19%	1,973	40%	1,139	23%	943	19%
Nov-05	942	18%	1,968	39%	1,213	24%	987	19%
Dec-05	916	18%	1,896	38%	1,158	23%	986	20%

Ratios remain generally similar, with two to four percent fluctuation when compared with data on the focus of services for SBBH students over the past year and a half. This quarter's numbers rebounded and were consistent with other quarters with the exception of last quarter when results were based on significantly under-reported information. An average of 18 percent of students receiving SBBH (CSSS levels 4 and 5) services focused on attention skills development, while 39 percent focused on emotional/ coping skills, 23 percent on cooperation/compliance skills and 19 percent on social skills development. (See Table 8)

Students receiving SBBH as an IEP/MP Related Service: Exits and Entrances

Table 9

STUDENTS RECEIVING SBBH AS IEP/MP RELATED SERVICE: ENTRANCE AND EXIT					
	New to SBBH	Transferred in	Met goals/ Grad.	Moved	Parent Decision
Sep-03	111	226	160	353	42
Oct	126	102	76	129	24
Nov	208	179	181	226	66
Dec	164	136	122	154	54
Jan-04	235	208	118	240	53
Feb	248	171	119	231	54
Mar	241	169	113	196	46
Apr	247	156	151	197	46
May	217	134	185	153	45
Jun	158	96	358	153	52
Jul	149	290	186	227	42
Aug	233	533	132	174	25
Sep	100	138	60	58	10
Oct	172	203	59	110	26
Nov	222	159	79	152	28
Dec	214	141	71	144	20
Jan-05	225	139	119	188	30
Feb	167	137	103	158	22
Mar	130	83	86	99	4
Apr	186	92	112	129	18
May	176	80	181	139	11
Jun	149	120	372	294	19
Jul	121	293	205	149	18
Aug	185	426	102	158	9
Sep	155	205	90	121	17
Oct	**128**	**144**	**83**	**116**	**21**
Nov	**136**	**128**	**90**	**76**	**5**
Dec-05	**121**	**93**	**67**	**61**	**5**

Per data presented in Table 9, a total of 385 students with IEPs or MPs were *newly identified* as needing SBBH services this quarter in addition to 461, 511, 522, 608, 482, 622, 724, and 498 in the preceding quarters, respectively. The trend over the past two years indicated referrals start slowly at the beginning of the school year, increase, peak and taper during the school year. This quarter revealed an atypical decrease during a second quarter of the year.

However, due to attaining success, 240 more students met goals and exited the program this quarter. Due to achieving *educational goals, **3780** students have exited the programs since September 2003.* This information reflects what is reported on the SBBH Data Log which indicates a significant measure of success. When data can be automated on a database, more precise information will be captured.

Data continues to reflect much movement of students into or out of service, or among DOE schools. 365 SBBH students transferred between schools this quarter. This means that SBBH staff statewide are continually challenged with developing relationships with new students and parents, understanding student needs, and developing plans and services needed to transition students into, between or out of schools. The data below illustrates that the DOE system is highly fluid and not static, as new students are continually identified as needing services while others exit due to having met goals and attaining success or for other reasons.

Early Intervention Services

DOE personnel who provided the services for Felix-class students also provided early intervention services for Non-Felix-class students, as envisioned in the context of the Comprehensive Student Support System (CSSS) and the array of supports available to all students.

Per Table 10, 62,630 non-IDEA/504 students were provided consultation, observation, classroom guidance instruction, functional behavioral assessments/behavior support plans, walk-in counseling, and other assistance to classroom teachers and students during this past quarter. Predictably, intervention services increased during this quarter when compared to 46,590 students served last quarter and 54,477, and 71,042 students served in the preceding quarters, respectively. Compared to the same period last year, this represents a decrease in the number of students served during the second quarter of the school year (74,022 students served in October - December 2005). Data should be considered in the context of the general student enrollment. The official 2005-06 enrollment total is 181,355, compared to last year's 181,897 and the previous year's 182,434. Public school enrollment peaked at 189,281 in 1997-98. Special education students decreased in number by 459, or -2.3%.

As illustrated in Table 10, the same staff providing SBBH services to Felix-Class students including counselors, behavior specialists, social workers and psychologists also reported statewide provision of 50,856 hours of early intervention SBBH services during the this quarter as compared to 34,776 hours during the previous quarter. These services included individual, classroom, and consultation supports in addition to CSSS level 1 to 3 supports and services provided by other counselors who do not serve Felix-Class students.

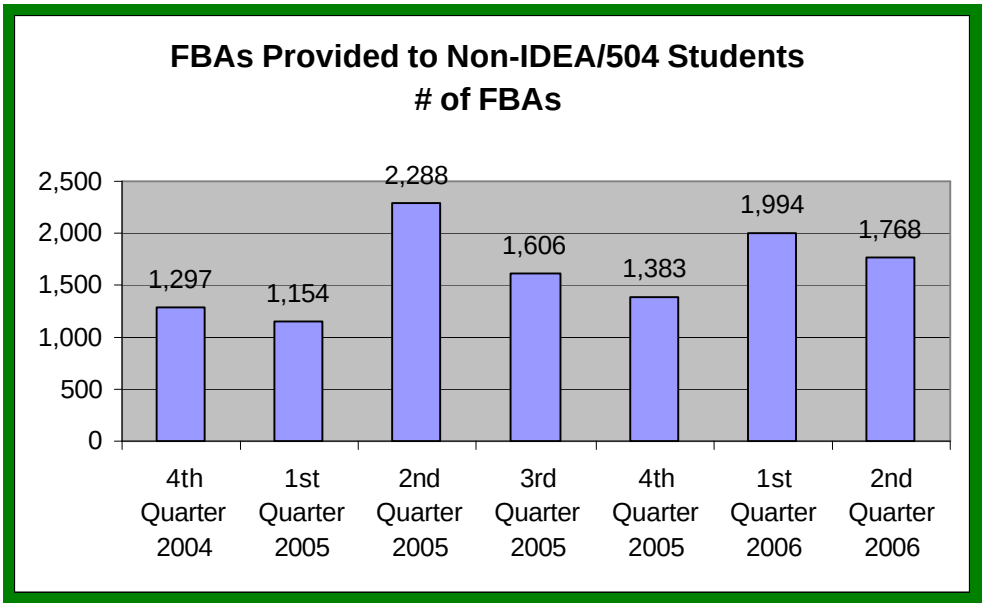
Table 10

Non-IDEA/504 Students served		
Month	**# of Non-IDEA/504 Served**	**# of Non-IDEA/504 Hours**
January-04	14,747	16,359
February-04	15,117	12,514
March-04	16,425	27,098
Quarter Total	**46,289**	**55,971**
April-04	21,851	25,451
May-04	21,905	23,517
June-04	4,388	3,956
Quarter Total	**48,144**	**52,924**
July-04	2,782	6,588
August-04	20,733	24,986
September-04	23,250	31,490
Quarter Total	**46,765**	**63,064**
October-04	26,011	22,930
November-04	26,610	26,257
December-04	21,401	21,758
Quarter Total	**74,022**	**70,945**
January-05	24,045	18,477
February-05	25,508	19,510
March-05	21,489	15,318
Quarter Total	**71,042**	**53,305**
April-05	25,729	24,966
May-05	24,602	18,706
June-05	4,146	5,611
Quarter Total	**54,477**	**49,283**
July-05	6,022	6,963
August-05	16,207	11,417
September-05	24,361	16,396
Quarter Total	**46,590**	**34,776**
October-05	21,288	12,249
November-05	24,753	23,691
December-05	16,589	14,915
Quarter Total	**62,630**	**50,856**

Functional Behavioral Assessments (FBA) are an integral part of SBBH service delivery. An FBA provides early intervention information that leads to the development of a Behavior Support Plan. The process allows teachers, other staff, and families to gain insight regarding unproductive student behaviors, student's strengths, and the changes necessary to increase more adaptive behaviors that support student achievement. The data in Table 11 depicts the numbers of FBAs conducted by non-supervisory level

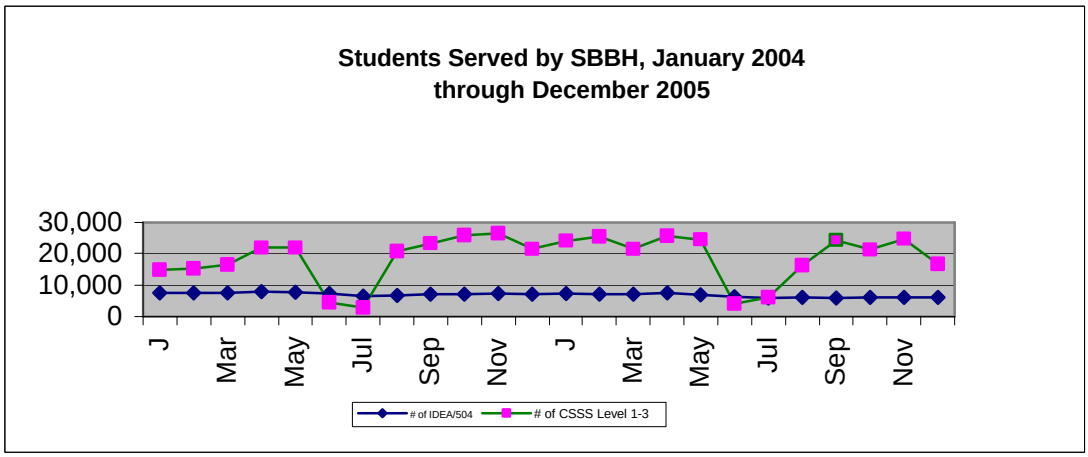
psychologists, behavioral health specialists, counselors, and social workers. Staff completed an additional 1768 FBAs across the five levels of CSSS this quarter combined with 1994 FBAs in the first quarter, which effectively is an increase when compared to the data from the first two quarters last year.

Table 11



In addition to FBAs, early intervention services to CSSS level 1 to 3 students increased steadily throughout the year with the exception of a decrease noted during the summer months, the partial school month of December, and in March when spring break occurred, as seen in Table 12. Similar trend is noted for this school year, with a greater decrease in December. Also notable is that the number of students receiving SBBH IEP/504 related services has remained relatively stable, while more students are accessing services earlier. Effort is evident in the provision of early intervention services. Data reflects system responsiveness based on the numbers of non-disabled students accessing services, indicating awareness, identification, and utilization of School-Based Behavioral Health supports across the levels of CSSS to meet students' needs as soon as possible.

Table12



SBBH services are provided within the Comprehensive Student Support System (CSSS). As predicted in December 2000, as more students are supported with CSSS levels 1 to 3 school interventions and supports, fewer students require the more intensive services.

Performance Goal # 14:

a) 60% of a sample of students receiving SBBH services will show improvement in functioning on the Teacher Report form of the Achenbach.

b) Student functioning as described on the Achenbach TRF scores on students selected for Internal Reviews will be equivalent to those of a national sample.

Progress Toward Reaching Performance Goal A

Implementation of Data Collection

Consistent with the goal of continuous SBBH program improvement, a substantially better model of SBBH program evaluation was developed and introduced in the July-September 2004 quarterly report. More specific information about these changes and advantages of these changes along with the data collection model were included in subsequent quarterly reports. Overall, BASC-2 data collection has proceeded well from the perspective of counseling providers administering the BASC-2 as required. However, there is variability among the districts and individual counseling providers in their level of compliance, which needed to be addressed.

During this quarter, methods for comparing databases and prompting counseling providers when BASC-2 administrations are due have been developed and implemented through the collaborative efforts of the state and district SBBH offices. A list of students who need to have BASC-2 data entered into the database through the end of March has been provided to Student Service Coordinators, individual counseling providers and/or supervisors, and districts are supporting them in assuring that the required scales are administered. An updated list of all students needing BASC-2 administration will be

prepared by the state school psychologists and provided to all districts again in early February 2006.

Progress in BASC-2 Software Implementation

Beta testing of the BASC-2 client-server software was completed in late September, and users updated to the production version of this software on October 11, 2005. This software seemed to work well this quarter, with only minor problems. However, in early January 2006 a problem was discovered when merge files forwarded by the counseling providers were imported into the network database. This problem led counseling providers to not be able to enter their data for cases that were already on the network database. An updated version of the software installed on January 20, 2006 corrected the problem. However, this resulted in the data entries from December administrations being significantly delayed. Consequently, the data files that were subsequently forwarded into the network could not be merged in time for this report.

At the beginning of this quarter approximately 350 users were connected to the network database. Currently, approximately 550 users are able are to connect to the network, which is the goal set for this quarter. Over the next quarter between 100 and 200 new users are anticipated. Because most counseling providers were not yet connected to the server at the beginning of this quarter, manual forwarding and importing of the BASC-2 data on the server database continued to be necessary for most counseling providers. It would have been challenging to complete this task in time to analyze data for this quarterly report without the software problems, but it was not possible with the software challenges encountered this quarter. Forwarding and importing data files will not be necessary once all counseling providers are connected directly to the server. Therefore, a significant stride has been taken this quarter to reduce the magnitude of data that will need to be imported in the future.

BASC-2 Data Available for Reporting

Due to the software problem described above, the data is not complete and could not be analyzed in time for this report. However, barring any new software problems, an "Annual BASC-2 Data Analysis Report" will be completed by February 7, 2006. As described in Performance Goal 15, this data will be presented at various levels of the system for consideration when planning program priorities.

Implications for SBBH Training

The BASC-2 data has been presented and implications for best practices continued to be integrated into trainings provided for counseling providers and supervisors during the past quarter. Training to address the most frequent problem areas is now included in the SBBH professional development plan and more specific information about this training will be provided once more concrete plans are completed.

Plans for Future Data Analysis to Further Examine SBBH Program Effectiveness

Initial attempts to identify a way to integrate BASC-2 data with other databases currently available to allow for analyses of relationships between the scales and scale combinations on the BASC-2 and important student outcomes (such as, current grades, scores on group achievement tests, school disciplinary actions and restrictiveness of placement) has not

produced a viable way to do this. However, this analysis is important, and it will be pursued when the staff needed to complete this task is hired.

A major foundation for a quantifiable system to assess program effectiveness is now in place. Once a second Teacher Rating Scale (TRS) has been administered for a student then a meaningful comparison to the baseline can be made for the student. A few hundred students should have the second administration of the TRS during the next quarter, and some analysis of this data may be possible as soon as the next quarterly report in April 2006. The first report to include comparisons between baseline and follow-up comparisons for the entire group will be in January 2007, and the whole group will be included in every quarterly report thereafter. These comparisons will be aggregated to determine if ***Performance Goal 14a***, "60% of all students receiving SBBH services show improvement in functioning on at least one scale on the Teacher Rating Scales (TRS) form of the BASC-2," has been met.

Progress Toward Reaching Performance Goal B

Performance Goal b states:

A "Measurable Goals and Progress Monitoring" pilot project will be implemented in at least one complex during the last quarter of the current school year.

As described under Performance Goal 15 in previous quarterly reports, performance goals 14a and b must be linked. State-wide training has focused on teaching counseling providers skills in writing measurable goals and monitoring student progress toward reaching those goals. Behavioral health difficulties identified when the BASC-2 is administered should be targeted within the context of the student's functioning in school through the Individual Education Plan and/or the Behavioral Support Plan. Therefore, implementation of the ***performance goal b*** was deferred until this quarter after all participants had participated in the first and second phases of statewide training on the BASC-2 to assure this integration.

West Hawaii district and Molokai Complex were selected for participation in this pilot project. One session was held in each of these locations during this quarter. The sessions primarily involved a brief presentation of a checklist developed to assure use of baseline information to formulate measurable goals for the IEP and BSP. Attending counseling providers applied the skills being taught within small groups using their own cases. At least one additional session in each location will be needed to complete this phase of the training so each participant works on at least one of their cases. Phase two will expand the consultation to additional cases to increase consistency in implementation and to provide this training to school-level teams.

The longer-term goal is to use these progress monitoring methods along with the BASC-2 to further examine the effect of counseling interventions and other supports on goal attainment. If this pilot project is found to be effective in improving student outcomes, then a plan will be developed for expansion of this training into other complexes across the state.

Goal attainment data will also provide additional objective feedback that can be used for program monitoring and improvement. For example, it may be found that the SBBH Program is very effective in addressing some types of problem areas but less so in others. Information obtained from the project will be useful when targeting areas of emphasis for subsequent supervision and training.

Performance Goal #15: System performance for students receiving SBBH services will not decrease.

The Ultimate Goal: Student Achievement

A primary goal of the SBBH program is to provide students, particularly those with disabilities, the emotional and behavioral supports needed so students can achieve their academic goals. Therefore, an indirect, yet very important, measure of the impact of SBBH services continues to be the ratio of students attaining academic proficiency. Although many Hawaii schools did not meet their AYP goal, it should be noted that the progress, in proportion, of students reaching proficiency achieved at the end of the 2003-2004 school year was maintained and small improvements were documented for the 2004-2005 year.

State Performance-Students Attaining Proficiency

Area	2002-2003	2003-2004	2004-2005	Increase Past Year	Increase Past 2 years
Reading	39%	45%	47%	2%	8%
Math	19%	23%	24%	1%	5%

Although this improvement may seem modest, this means that 3,600 more students attained proficiency in reading, and 1,800 additional students reached proficiency in math during the past year and that 14,400 more students attained proficiency in reading, and 9,000 additional students reached proficiency in math during the past two years.

Many factors undoubtedly contributed to the increased percentage of students reaching academic proficiency, but it is notable that this improvement corresponds with the time-frame when the SBBH program became employee-based, which greatly improved the stability of service provision. Improved student achievement supports the view that the SBBH program functioning is at least maintaining, if not improving, system performance. However, it is unreasonable to assume that more students are achieving academic proficiency if the SBBH program reduced system performance and functioning.

To substantiate the above premise, the SBBH Program intends to explore the viability of tracking other relevant progress monitoring data specifically for students receiving counseling as a related service when additional support positions are filled. As described in the last quarterly report, the SBBH Program recognizes the benefit of tracking relevant progress monitoring data for students receiving counseling as a related service. This data is needed to provide ongoing feedback to counseling providers and teams so they know if

the current plan is effective and when changes are needed. When this same data is aggregated for all of the students receiving counseling as a related service, a multifaceted evaluation of the SBBH program will be also be possible. Databases already exist that include very useful progress monitoring information, such as course grades, performance on the Hawaii State Achievement Test, promotion to the next grade and discipline incidents. The need for additional staff with the skills needed to perform this and other data analyses is recognized, and during this quarter, a position description for a systems analyst was submitted to the personnel office for review.

Development of a System for Continuous Self-Monitoring

As stated in the Felix Decree, "The system must be able to monitor itself through a continuous quality management process. The process must detect performance problems at local schools, family guidance centers, and local service provider agencies. Management must demonstrate that it is able to synthesize the information regarding system performance and results achieved for students that are derived from the process and use the findings to make ongoing improvements and, when necessary, hold individuals accountable for poor performance."
Multiple overlapping approaches are currently functioning and/or are being developed to provide the continuous self-monitoring needed to optimize the functioning of the SBBH Program, in particular, and the mental health support system for students, in general. Four significant activities for continuous self-monitoring are described below.

1) The State Interagency Quality Assurance (SIQAC) committee includes representatives from the Department of Human Services-Child Welfare, Hawaii Families as Allies, Developmental Disabilities, Early Intervention Services, Child and Adolescent Mental Health Division, and Department of Education. The committee has continued to meet on a monthly basis to broaden interagency collaboration and inter-systems performance between agencies who jointly serve our students. FY 2006 goals include the development of an interagency Memorandum of Understanding, a statewide quality assurance system that also monitors how agencies are working together, orientation for new members, timeline for adding new member, improving QA response system, task force for interagency guidelines, alignment/ identification of QA practices, defining Data sets, monitoring of District QA Practices, April 2006 QA Retreat, Out-of-State Study, and defining what comes to QA.

2) As BASC-2 data is gathered for an increasing portion of students receiving counseling as a related service, a more reliable and comprehensive view of student needs becomes available to guide the SBBH program and other systems of support for students. Although an exact number of BASC-2 administrations cannot be calculated at this time, currently a total of over 12,000 behavior rating scales have been administered regarding more than 4,000 students. The following approaches will be used to inform SBBH staff and others within the various systems so they can use this data to guide program development/coordination.

- Tables of high frequency and low frequency of "At Risk" and "Clinical" Scale elevations on BASC-2 Scales for students receiving counseling as a

related service will be updated after duplicates are removed and all data that has been forwarded and merged into the network database. These tables outline the types of problems exhibited by students currently receiving counseling as a related service. The BASC-2 First Annual Report, containing more detailed district-level analyses, will be reviewed with SBBH Program Coordinators. BASC-2 data has been used in a variety of ways to guide SBBH program decisions during this quarter, including designing future training in evidence-based interventions to address high incidence problem areas.

- The BASC-2 data continues to be shared with programs, departments and agencies that have a common interest in prevention and early intervention for children with emotional/behavioral problems to focus and activate resources to address our shared agenda. Within the Department of Education, presentations will be made to the decision makers for the Comprehensive Student Support System and Special Education Program during the next quarter.

- The State School Psychologist presented a summary of the BASC-2 data collection system to the Evidence-Based Intervention Committee on August 2, 2005 to explore the viability of sharing progress monitoring data between DOE and the Child and Adolescent Mental Health Division from the Department of Health. This coordination would improve understanding of the student's current functioning, identify clear targets for interventions, and assist in monitoring progress for both departments. The feasibility of sharing data/information and uses for research on effectiveness of interventions will be further explored during a meeting with the Evidence-Based Committee on February 7, 2006 when current data will be presented.

- An excellent forum for presenting the BASC-2 data to other community agencies, such as the Children's Community Council, Hawaii Families as Allies, Kaneohe Community Family Center, Special Education Advisory Council, Child and Adolescent Mental Health, and other department representatives is through ongoing Community of Practice Forum meetings. This group was brought together for the first time in September 2005, and is currently focused on the development as a group; SBBH staff participating in that forum will introduce this data at the appropriate time. This information gleaned from the BASC-2 data should be useful in focusing on barriers to learning that often cannot be removed by one program, such as SBBH. However, it may be possible if the Communities of Practice Forum includes it on the "shared agenda."

Many critical steps have been taken this quarter to maintain and improve the implementation of the BASC-2 for SBBH program evaluation. This task is monumental when considering that data on approximately 9,000 students will be gathered each year. Examples of improvements made this quarter to facilitate implementation include:

- Methods for comparing databases and prompting counseling providers when BASC-2 administrations are due have been developed and

implemented through the collaborative efforts of the state and district SBBH offices. A list of students who need to have BASC-2 data entered into the database through the end of March has been provided to individual counseling providers and districts support them in assuring that required scales are administered. An updated list of all students needing BASC-2 administration will be prepared by the state school psychologists and provided to all districts again in early February.

- Districts forwarded BASC-2 data files for counseling providers who are not connected to the network data base to the SBBH State Office. This data needs to be imported into the network database so it is available when that provider is connected to the network and for analysis and inclusion in this report. It is estimated that over 500 hours have been spent on this task during this quarter. Although this task was anticipated, and a new position was created to perform this and related tasks required to maintain an accurate database, maintenance of the BASC-2 data has been a particular challenge because both the SBBH secretary and clerical support positions remain vacant. This led the state psychologists to be the only ones available to complete this task, and it is not completed yet.

- Continued extensive collaboration with American Guidance Services focused on the on-going development of the BASC-2 client-server software. This includes identification of some glitches, which have been repaired, and a new revision of this software, which will be available January 20, 2006.

- Approximately 50 staff were connected to the server database for Beta testing in July, and over 350 users were connected by October. Over 550 users are currently connected to the server database. Because there are several steps involved in installing the software, extensive support has been needed, which has primarily been provided by the state school psychologists. During the next quarter, hundreds more counseling providers will be connected to the server. This progress is important because when all counseling providers are connected to the server, data analysis can be on-going rather than each quarter when data is forwarded.

- The State School Psychologist developed a workshop in collaboration with Dr. Cecil Reynolds, co-author of the BASC-2, which Dr. Reynolds will present to DOE psychologists in the Spring of 2006.

3) A smaller focus group from the "Communities of Practice" Forum as well as several District SBBH program managers attended the "2nd Community Building Forum and 10th Annual Conference on Advancing School Mental Health" in Cleveland Ohio. A primary goal of the Hawaii Communities of Practice Core Group is to facilitate ongoing communication among stakeholders as they identify their "shared agenda." Although the Department of Education in general and the SBBH Program in particular are focused on the reduction of emotional and behavioral problems experienced by many of the children in our community, much more can be accomplished through a coordinated and focused approach in

collaboration with stakeholders. When the members met in January, they preliminarily agreed that the overarching theme that cut across the issues is access - access to information, access to mental health services, and the capacity to provide services. The next Hawaii Communities of Practice Core Group meeting is scheduled in March.

4) The State SBBH Office has contracted William Dikel, M.D., to conduct an SBBH Program Evaluation. He is knowledgeable about mental health, education and related legal issues and also has a national perspective of school-based mental health programs. The program evaluation will include:

- looking at current program design and implementation (including utilization of staff, contracts, and community resources, supervision, etc)
- outlining the merits of the existing program
- identifying potentially problematic areas
- addressing staffing issues, legal issues, and relationships with the state educational system and with other systems
- identifying the broader systemic issues that impact successful program operations
- making recommendations for future program planning and development.

SBBH Leadership

SBBH leadership continues to provide stability for the SBBH Program.

- The SBBH State Educational Specialist has been that position since November 2003.
- The doctoral-level State School Psychologist has been in that position since May 25, 2004.
- The masters-level State School Psychologist has been in that position since August 2003.

All district-level SBBH Program Coordinators positions have been filled and stable since summer 2004. The State Educational Specialist and four of the eight district coordinators have been involved with SBBH since the conception of the program, providing the broader vision and the long-term stability. The SBBH Educational Specialist and State School Psychologists have continued to attend meetings with SBBH staff throughout the state to provide training or programmatic support, which is needed to resolve problems and optimize their functioning. Consistent leadership, networking and collaboration continue to be critical in system sustainability and improvement.

As of January 2006, a Resource Teacher has joined the SBBH program at the state level. She will be assisting in the development and monitoring of DOE Intensive Learning Centers throughout the state. These programs are important to assure that students with emotional and behavioral problems receive their educational program within the least restrictive environment.

State-wide Training

During this quarter, the state-wide training effort targeted improvement of system functioning by addressing several diverse areas.

1) Training on the Behavioral Assessment for Children, Second Edition (BASC-2)

An Introduction Training was provided through multiple sessions, state-wide, on implementation procedures used when using the BASC-2 for progress monitoring, administration of the BASC-2 Student Observation System (SOS) and an introduction to interpretation of BASC-2 rating scales computer reports was provided by the State School Psychologists. These introductory trainings were provided throughout the state since December 4, 2004, and the majority of the staff providing counseling as a related service attended these training sessions by the end of last quarter. Four of these workshops were provided this quarter, and two are already scheduled for next quarter to accommodate new employees and others who were not able to attend earlier workshops. This training continues to be offered to districts upon request. This quarter a total of 175 DOE staff attended training including clinical psychologists, school psychologists, behavioral specialists, family support workers, social workers, school counselors, student service coordinators, principals and 504 coordinators. Workshop evaluation ratings during this past quarter were 4.5 for the presenter, 4.4 for content, 4.3 for process and 4.1 for application on a 5 point scale.

2) Training on BASC-2 Interpretation and Integration of Findings into the Student Record

Last quarter the State School Psychologist developed and piloted a workshop on interpretation of the BASC-2 and integration of this information into the Present Levels of Educational Performance section of the IEP/MP, and for enhancing the data collection for the Functional Behavioral Assessment. A presentation on writing measurable goals and designing a progress monitoring plan was also provided. A total of five of these workshops were provided this quarter. This quarter a total of 190 DOE staff attended these trainings including clinical psychologists, school psychologists, behavioral specialists, family support workers, social workers, and school counselors. Workshop evaluation ratings during this past quarter were 4.6 for the presenter, 4.5 for content, 4.5 for process and 4.2 for application on a 5 point scale.

Support for implementation of the BASC-2 is being provided during state-wide and district-level meetings and trainings. Additional technical assistance for the use of the BASC-2 is being provided through the State School Psychologists and the test publisher, American Guidance Services (AGS). State school psychologists have provided several hundred consultations via telephone and e-mail during this quarter.

3) Training on Use of the CAFAS

On December 13-December 15, 2005, the Training on the CAFAS, was provided by the developer, Dr. Kay Hodges. This training was co-sponsored by the Department of Health and the Department of Education, but staff from the Department of Human Services and contracted providers also attended.

Approximately 50 DOE staff attended including at least two participants from each district. All DOE staff that attended are now certified as trainers; they will provide this training for staff in their district. This training is important for identification of current functioning used for decisions about the level of programming needed and for progress monitoring Participants were trainers or evaluators for agencies with contracts to provide assessment services. It is also required by Department of Health when a student is referred for intensive services.

4) Pilot Training Project-"Putting it All Together"

Over the past 17 months state-wide trainings have been provided on writing measurable goals and monitoring progress toward goal attainment. The BASC-2 implementation began a year ago, and training in interpretation and integration of information and use for student progress monitoring has also been a focus since then. A third emphasis has been placed on use of evidence-based interventions. A pilot training project to assist SBBH staff in integrating all of these skills while reviewing two of their own cases in small groups, started this quarter in Kona on October 11, 2005 and in Molokai on December 8, 2005. A protocol that can be used during supervision/consultation meetings to assure that important processes are used routinely was also presented for feedback. The pilot project identified in ***Performance Goal 14 b*** will continue next quarter with a follow-up training in each location.

District-Level Training

116 formal district-level training sessions were reported this quarter, a 24 % decrease compared with the 153 sessions provided last quarter. However, in contrast to the same period a year ago, there was only a 6% reduction as compared with the 123 sessions reported during the October-December 2004 quarter indicating that there is a small decrease in the number of training sessions being provided at the district level. The total number of 2,190 staff reported as attending these trainings is a 38% decrease from 3,533 staff reported attending training last quarter. When this quarter is compared with the 3001 staff trained during the same quarter in 2004, a 27% decrease is noted. This data identifies a small decrease in the number of district-level training sessions provided by districts across the state, but there is a moderate reduction in the number of staff attending this training. There was considerable variability in both the number of training sessions and the number of attendees, which is partially due to some districts tending to provide almost all of their own training and other districts that have made more requests for training from the state office. This issue will be reviewed by the SBBH program Coordinators during the next quarter.

In every district, multiple role groups attended trainings and completed standardized evaluations of the presentation. Quality measures averaged 4.5 for the presenter, 4.4 for Content, 4.3 for Process and 4.4 for Application on a 5-point scale, which indicates high consumer satisfaction and utility. A broad range in session topics was provided including: FERPA, Why Try, Standards of Practice, Procurement Procedures, Working with Students with Autism Spectrum Disorder, Autism and Asperger's Syndrome, Mediation Workshop, CSSS Cadre, Hard to Handle Workshop, Developmental Training, Developmentally Appropriate Behavioral Interventions for PK and Elementary Students,

Contract Training, OSEP Training, Internal Review Debriefing, Crisis Prevention Intervention Workshop, Improving Reports, Improving Groups, BASC-2 Integration, BASC-2 Implementation, BASC-2 Interpretation, SBBH Guidelines Training, Working with Defiant Children, Sexualized Behavior: Special Interest Group, Treatment of Adolescents that Offend Sexually, Comprehensive Assessment and Treatment of Adolescents that Offend Sexually, Characteristics of Autism Spectrum Disorder, CSSS Database, Future Horizons Conference, FBA/BSP Training, Self-Injurious Behavior, Behavioral Techniques, Woodcock Johnson III, Reactive Attachment Disorder, Family Court Petitions, Eligibility Process, ISPED for 504 Services, Autism Assessment (ADOS), and WISC-IV Training.

Supervision

In addition to the subject-focused group training sessions, staff continue to receive ongoing professional supervision. This is equally important in order to assure application of concepts learned through formal training sessions and to monitor the use of evidence-based interventions. District School Psychologists, Clinical Psychologists, Program Managers and School Psychologists-Complex Based monitored the application of training into service delivery through supervision, consultation, and one-on-one assistance. This quarter's data is compared with last quarter and with the same quarter (October-December) in 2004. The comparison with the same quarter last year is most useful because it is not affected by changes in these services when students are on extended breaks.

There was a range of 64-65 psychologists and program managers reporting each month during this quarter with an average of 65 reporting their activities. There was an 18% increase in staff reporting this quarter compared with the average of 55 reported last quarter, and there was an 27% increase in staff reporting this quarter when compared with the average of 51 for the October-December quarter in 2004. This moderate increase in staff is primarily due to more school psychologist, complex-based positions being filled over the past year. Additional program manager positions have also been created and filled.

- During this quarter, a total of 1,759 supervision sessions were provided to SBBH staff, which is an 18% increase over the 1,490 supervisory sessions reported last quarter. When this quarter is compared with the 1,315 supervision sessions reported for the October-December quarter in 2004, there is a 34% increase in supervision. This is a moderate increase in supervision.

- This quarter 278 training sessions were provided by these staff, which is a 3% decrease when compared with the 286 training sessions reported last quarter. However, this is exactly the same number of training sessions provided during the October-December quarter 2004. Although the number of training sessions provided by these supervisory staff has been maintained, it has not increased despite an increase in positions filled.

Consultations

Psychologists and program managers also provide direct services for students, including assessments, FBA/BSPs and consultations, which are requested when students demonstrate persistent problems. The information gathered through these direct services is used to develop recommendations that identify evidence-based interventions and behavioral supports to be implemented at various levels of the system.

- Psychologists and program managers delivered 6,991 consultations this quarter, which is a 73% increase when compared to the 4,048 consultations provided last quarter. When compared to 4,878 consultations reported for the October-December quarter 2004, there is a 45 % increase in this quarter, which is a large increase in the number of consultations being performed across the state. This increase in consultation is consistent with the SBBH Program goal of increasing services that promote the use of early and less restrictive interventions.

- This quarter 324 FBA/BSPs were performed, which is a 57% increase when compared to the 207 FBA/BSPs reported last quarter. However, when this quarter is compared with the 317 FBA/BSPs reported for the October-December 2004 quarter, there is only a 2% increase noted. This data indicates that the use of Functional Behavioral Assessments and Behavioral Support Plans is maintaining, but it did not increase with the increase of positions filled.

- During this quarter 501 counseling/parent training sessions were provided, which is a 13% increase compared with the 444 sessions provided last quarter, but there is a 29% reduction when this quarter is compared with the 512 sessions July-September quarter 2004. Although there was a small increase in counseling/parent training sessions provided this quarter, the longer-term moderate trend toward psychologists and program managers providing fewer of these direct services to students and families as the proportion of filled clinical psychologists positions reduced is still evident.

- 462 assessments were performed this quarter, which is a 56% increase compared with 297 assessments reported last quarter, and an 8% increase is noted when this quarter is compared with the 429 assessments reported for the October-December 2004. This data indicates a small trend where these role groups are providing more assessments of students, while contracted assessments are decreasing.

October-December 2005 Psychologist and SBBH Supervisory Activity Data

Professional Activities	October Total	November Total	December Total	Quarterly Total
Consultations	2,314	2,698	1,979	6,991
FBA/BSPs	119	125	80	324
Counseling/Parent Training	215	207	79	501
Assessments	131	171	160	462
Observations	231	213	184	628
Student Meetings (SST, Core, IEP/MP, Peer Review)	832	860	692	2384
Non-student Meetings	429	480	334	1243
Court Involvements	6	6	9	21
Data input (ISPED) sessions	228	169	97	494
Supervision	630	618	511	1759
Provide Training	93	102	83	278
Receive Training/Research	129	115	108	352
Number of Professionals	65	64	65	

July-September 2005 Psychologist and SBBH Supervisory Activity Data

Professional Activities	July Total	August Total	September Total	Quarterly Total
Consultations	706	1,396	1,946	4,048
FBA/BSPs	24	77	106	207
Counseling/Parent Training	59	182	203	444
Assessments	94	98	105	297
Observations	53	130	200	383
Student Meetings (SST, Core, IEP/MP, Peer Review)	211	510	778	1499
Non-student Meetings	325	433	341	1099
Court Involvements	6	8	1	15
Data input (ISPED) sessions	49	127	131	307
Supervision	396	562	532	1490
Provide Training	91	102	93	286
Receive Training/Research	105	115	118	338
Number of Professionals	49	59	57	

October-December 2004 Psychologist and SBBH Supervisory Activity Data

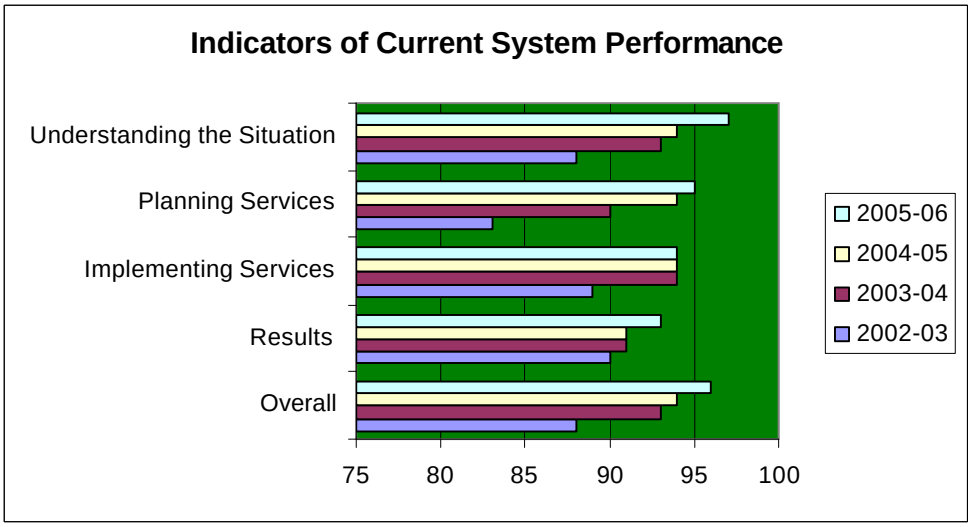
Professional Activities	October Total	November Total	December Total	Quarterly Total
Consultations	1,907	1,652	1,319	4,878
FBA/BSPs	106	112	99	317
Counseling/Parent Training	263	334	105	702
Assessments	137	142	150	429
Observations	192	153	144	489
Student Meetings (SST, Core, IEP/MP, Peer Review)	610	594	513	1,717
Non-student Meetings	422	367	342	1,131
Court Involvements	77	68	56	201
Data input (ISPED) sessions	161	175	138	474
Supervision	508	410	397	1,315
Provide Training	116	96	66	278
Receive Training/Research	114	77	85	276
Number of Professionals	56	52	46	

Difficulty in recruiting and retaining clinical psychologists has continued for reasons presented in previous reports. Currently 70% of the clinical psychologist positions are filled as compared to 43% filled last quarter. SBBH State Educational Specialist and the State School Psychologist met with the Superintendent on October 18, 2005, to address this issue, among others. The outcome decision was that the SBBH Program will obtain an audit of the SBBH program, current position types, position utilization and proposed changes to address supervision, assessment and overall program functioning. Currently, additional Mental Health Supervisor positions have been created and are being recruited to address the need.

SBBH Internal Review Analysis

The School-Based Behavioral Health Program utilizes the data from the Department's Internal Review process as an indicator of system performance related to students receiving SBBH services. Two hundred and one students with disabilities who received SBBH services were included in the Internal Review this quarter. Of those students, 188 received acceptable ratings. This school year, the results of the Overall Child and System Status were at 94% and 96% respectively which are well above the 85% acceptable rating. Comparisons of Internal Review ratings for students receiving SBBH services (CSSS levels 4 and 5) are provided below.

INDICATORS OF CURRENT SYSTEM PERFORMANCE	Percentage Obtaining an Acceptable System Performance and Percentage of Change Students Receiving SBBH Services (CSSS Level 4 and 5) ONLY			
	School Year 2002-03	School Year 2003-04	School Year 2004-05	School Year 2005
Understanding the Situation	**88%**	**93%**	**94%**	**97%**
Child/Family Participation	93%	95%	96%	95%
Functioning Service Team	90%	92%	95%	96%
Focal Concerns Identified	84%	89%	88%	92%
Functional Assessments	80%	90%	92%	95%
Planning Services	**83%**	**90%**	**94%**	**95%**
Focal Concerns Addressed	88%	89%	89%	97%
Long Term Guiding View	75%	85%	86%	93%
Unity of Effort Across Agencies/Team	78%	86%	89%	91%
Individual Design/Good Fit	89%	92%	95%	95%
Contingency Plan (Safety/Health)	77%	94%	88%	86%
Implementing Services	**89%**	**94%**	**94%**	**94%**
Resource Availability for Implementation	92%	93%	94%	97%
Timely Implementation	87%	92%	94%	95%
Adequate Service Intensity	78%	90%	91%	93%
Coordination of Services	85%	90%	91%	94%
Caregiver Supports	91%	96%	94%	94%
Urgent Response	81%	94%	90%	89%
Results	**90%**	**91%**	**91%**	**93%**
Focal Situation Change	88%	89%	90%	94%
Academic Achievement	86%	83%	85%	86%
Risk Reduction	90%	91%	93%	93%
Successful Transitions	90%	91%	93%	93%
Parent Satisfaction	93%	93%	94%	93%
Problem Solving	85%	85%	87%	91%
OVERALL PERFORMANCE	**88%**	**93%**	**94%**	**96%**



Summary

In reviewing the SBBH Program activities and related data, Performance Goal #15 is met as the system performance for students receiving SBBH has not decreased. The SBBH program has not only maintained the level of functioning obtained previously, it has also made significant improvements. Training has increased at both the district and state levels, and the topics are more integrated. Training at the state level addresses improvements in five primary areas: Writing Measurable Service Goals, student progress monitoring, the use of the BASC-2 for both student progress and monitoring SBBH Program Evaluation, the use of empirically-based interventions and the use of Standards of Practice to assure that students receive the services they need in the least restrictive environment. On-going training and the supervision/consultation process assures continued support is provided for implementing and practicing the new skills learned. The increased sharing of information through consistent statewide trainings provided at the district level, combined with the development, training, and utilization of written ***Standards of Practice*** is increasing the level of consistency in the implementation of the SBBH program across the state.

To maintain a high functioning SBBH system, we address ways that our system interacts within other state departments and community agencies through activities and groups such as the District and State Quality Assurance Committees, the Evidence Based Practice Committee and the Communities of Practice forum. There is a greater emphasis on reviewing SBBH data and program goals with additional sections of DOE, with other state departments outside of DOE, and with the broader community. With the strong start of The Communities of Practice Forum this quarter with consultation and facilitation from national leaders who have demonstrated successes in implementing collaborative pursuit of a shared agenda, the SBBH Program is hopeful that this collaborative approach will continue to develop, to identify the most effective ways and coordinate efforts to address both the agenda shared throughout the community and the SBBH program goals.

Summary of Department of Education System Infrastructure and Performance

The Department of Education has set and maintains high expectations regarding infrastructure and performance goals. Ongoing measurement of performance related to the goals indicate that over the past 33 months the Department has not only maintained infrastructure and performance, but strengthened existing infrastructure and improved performance.

The Department meets or exceeds infrastructure expectations in the following areas:

- Qualified personnel: Special Education teachers and SBBH professionals,
- Capacity to contract for necessary services not provided through employees,
- Adequate funding to provide a comprehensive system of care for students requiring such services to benefit from educational opportunities, and
- Integrated data management information to adequately inform administrative decisions necessary to provided timely and appropriate services.

The Department of Education continues to be challenged to meet Department established targets for the distribution of qualified special education teachers and paraprofessionals in classrooms.

Performance Measures reveal either improvement or stability in all areas. The following Performance Measures were met or exceeded:

- Timely evaluation and program plan development
- ISPED reports for management
- Availability of contracts to provide services
- Administrative action to assure adequate funding
- Use of Home/Hospital Instruction
- Training in reading strategies
- Quality of services to students with ASD
- Quality and availability of SBBH services
- Reading Strategies in IEPs

While performance is high and improving in these areas, the Department's performance goal in the area of Reading Assessments prior to IEP development and the number of IEPs marked complete in ISPED were not met. Similarly, while progress in reducing the ratio of suspensions for regular education and special education students has been made, the net results are still less than desired.

Overall, in this reporting period the Department has continued to sustain a level of infrastructure and system performance consistent with or better than a year ago. Corrective actions directed at state, complex, and school level, based on data and analysis

are leading to improvements, not just at the complex level but within specifically identified schools. The data in this section provides further evidence of the commitment within the Department at all levels to maintain and improve the delivery of educational and behavioral/mental health services to students in need of those services beyond that required by federal statute and court orders.

The Department expects that ongoing system performance assessments, subsequent training, and the posting of school by school performance indicators will not only maintain this level of performance but will improve system performance to high levels in all schools

This quarter the Department has moved forward in the reorganization of the Planning and Evaluation Office to include the System Accountability Office. This office within the Office of the Superintendent will be tasked with compliance and performance monitoring at the systems level. It is a testament to the success demonstrated over the past several years in meeting high system performance expectations in providing services to students in need of educational and mental health supports and services. The responsibilities of this new office will include compliance and performance of federal and state programs, including special education.